CAPACITATING FOUNDATION PHASE HEADS OF DEPARTMENTS TO LEAD AND MANAGE THE GRADE R LEARNING ENVIRONMENT

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ACRONYMS/ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statements
CoP	Community of Practice
DBE/DoBE	Department of Basic Education
DH	Departmental Head (or Head of Department)
ECD	Early Childhood Development
F/Phase (FP)	Foundation Phase
GDE	Gauteng Department of Education
HL	Home Language
HoD	Head of Department (or Departmental Head)
IWSE	Internal Whole-school Evaluation
IQMS	Integrated Quality Management System
LoLT	Language of Teaching and Learning
LSEN	Learners with Special Education Needs
LTSM	Learner Teacher Support Material
NCS	National Curriculum Statement
NPPPPR	National Policy Pertaining to Programme and Promotion Requirements
NQFA	National Qualification Framework
PAM	Personnel Administrative Measures
PGP	Personal Growth Plan
PLC	Professional Learning Community
PoE	Portfolio of Evidence
SA SAMS	South African School Administration Management System
SBA	School Based Assessment
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team

THE PURPOSE OF THIS LEARNING PROGRAMME

[This programme carries a 15 points SACE CPD endorsement. Certificates will only be issued to those participants who fully meet participation and completion requirements.]

[Self-reading by participant begins] ….The broad vision for this learning programme ("***Capacitating Foundation Phase HoDs to Lead and Manage the Grade R Learning Environment"***) is to orient the participant (used interchangeably with Foundation Phase HoD) with some of the 21st Century Leadership and Management skills which are considered critical to capacitating Foundation Phase Heads of Departments/Departmental Heads (HoDs) to lead and manage the Grade R learning environment towards optimal functionality.

At the outset, it must be noted that this learning programme is not designed with the intention to make Foundation Phase HoDs better at "compliance". The overarching aim of this learning programme is to advance the intended beneficiaries closer to self-problem solving creating optimally functional Foundation Phases. This is essentially the work of leadership.

A functioning department or school are places where educators show care, commitment and concern for their learners- constantly striving towards ensuring that each learner achieves her/his full potential despite the challenging conditions that may exist (NQFA, 2015: 19). Within the Grade R learning environment, HoDs play a critical role in establishing if her/his Grade R practitioners are providing meaningful learning experiences for these young children to learn through play, develop physical coordination as well as developing spoken language competence and fundamental ideas that will form a basis for their future development of number sense and literacy (NQFA, 2015: 24). Thus, meaningful learning experiences are ultimately measured against the successful achievement of learning outcomes which form the instructional core of the National Curriculum Statement.

Relatedly, this learning programme, an element of continuing professional development, will attempt to unlock the power of some of the following leadership and management skills which reside within each of us; namely, "Creativity; Problem-solving; Critical Thinking; Leadership; Communication; Collaboration; Information Management; Adaptability; Curiosity; Learning-through-Reflection" (Watanube-

Crokett, 2018) ─ trying to close the ever widening gap between the daily teaching of content and the simultaneous effective learning of knowledge and skills which ultimately influence the HoD's behaviour in how they respond to 21st century demands.

Participants, please note that this learning programme **does not** provide generic or pre-packaged leadership and/or management answers to specific contextual problems which the Foundation Phase HoD encounters in supervising the Grade R learning environment. This learning programme is based on the assumption that Foundation Phase HoDs possess mediocre-to-satisfactory basic Grade R content and methodology knowledge. As its all-encompassing intention, this learning programme aims to capacitate participants on leadership and management skills deemed essential to harness human potential at each HoD's respective workplace ─ where the Foundation Phase can shift towards the ideals of a Foundation Community of Practitioners who take agency in self-problem solving. It is envisioned that the development of 21st century leadership and management skills, through this learning programme, may enable Foundation Phase HoDs to deal with school-based differentiation, diversity and transformation (NQFA, 2015). [Self-reading by participant end].

GETTING TO KNOW ME

Time: 30 minutes [A mere guide- the actual amount of time taken is up to the participant. This will be done privately/offline.]

Resources: Participant guide

Method: Individual Activity [This activity must be completed prior to your online CoP/Group Discussion]

NB* Vocabulary bank: Before responding to the questions/tasks, as a group, take a few minutes to discuss the meaning of all the English words or phrases contained in texts which you may be unclear of. Remember, learning in its true sense means that there is no judgment or fear of saying "I don't know what this means. Can we first talk about it?" Please use this suggested approach for all texts which your group will be expected to read. [This will be led by your facilitator; however feel free to raise any comprehension matter amongst yourselves or with your facilitator].

Please complete all 6 leadership-based self-assessment tools adapted from the Robert Wood Johnson Foundation (2018). [NB* Please be completely honest in your appraisal of yourself] This activity must be completed on an individual basis. Although your responses to these questionnaires are for your own use, try to capture the essence of "you" so that you can share your perceptions about yourself amongst your CoP. If you are comfortable, you are welcome to share your scores with your learning peers after you have answered these leadership-related questionnaires. Please request the assistance of your facilitator should you be unsure of how to complete these self-assessments [You need not wait for an online session to clarify learning issues with your facilitator. You can do so prior to your CoP/group session via email; Whatsapp etc.

Furthermore, please respond to **<u>all</u>** the questions below each questionnaire- in red font. You need to email your individual responses to your facilitator at least **<u>24 hours</u>** prior to your online/CoP/group discussion. Please note that your submission of tasks through email will account for your Portfolio of Evidence (PoE) completion. This will have a direct bearing on the certificate you will/will not receive.]

Instructions:

- For each item, circle one rating under the "behaviour frequency" column indicating your view of how often you display that behaviour.
- Thereafter, calculate your score to gauge your leadership behaviour per theme.
- Then, use your scores to develop a personal growth/learning plan or add to your existing personal growth plan.

Theme 1: Data-friendliness

	Behaviours	BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I collect data to systematically learn about the needs of my Phase.	1	2	3	4	5	6	7
2	I ensure that the data collection tools I use are reviewed by my team before it is administered.	1	2	3	4	5	6	7
3	I perform appropriate data analysis.	1	2	3	4	5	6	7
4	I ensure that there is responsible interpretation of data.	1	2	3	4	5	6	7
5	I gather information before taking action.	1	2	3	4	5	6	7
6	I encourage my team to act on information rather than assumptions.	1	2	3	4	5	6	7
7	I clarify the problem before planning solutions.	1	2	3	4	5	6	7

8	I seek different views to a problem.	1	2	3	4	5	6	7
9	I encourage my team to view our problems from a system's point of view.	1	2	3	4	5	6	7
10	I first look at the different options to solutions to problems before proceeding with a final decision.	1	2	3	4	5	6	7

Your score: add all the circled behaviour frequencies. Write the total in the shaded box.

1-20: Important to change behaviour

21-40: Opportunities for growth

41-60: Satisfactory score

61-70: Excellent score

What do you think are your most important areas of improvement when it comes to 'using data to support decision-making'?

Questions you need to respond to (a written submission via email to your facilitator) prior to the CoP feedback session:

-Do you know how to "collect, analyse and interpret data"? Elaborate on your response.

-Explain the differences between "assumptions and facts?"

-When do assumptions become information/facts?

-What are the risks of undertaking school improvement actions/decisions based on untested assumptions?

-How often do you expose your assumptions amongst your Foundation Phase Team for critique (and vice versa)?

Please remember, in order for self-reflection to bear any meaning, it must be accompanied by blatant honesty about who you are as a professional/Foundation Phase HoD. Remember to email your individual responses to your facilitator.

Theme 2: Building Trust

	Behaviours	BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I build communication processes that make it safe for my team to say what is truly on their minds.	1	2	3	4	5	6	7

2	I refuse to accept dishonest teaching and assessment practices in my Phase.	1	2	3	4	5	6	7
3	I protect my team from people who may use their personal power to derail collaborative processes.	1	2	3	4	5	6	7
4	I create credible processes for collaborating.	1	2	3	4	5	6	7
5	I ensure that processes for exercising collaborative leadership are transparent to all members in my Phase.	1	2	3	4	5	6	7
6	I have taken the time to establish if my team understands the importance of collaboration.	1	2	3	4	5	6	7
7	I know how to create a collaborative working ethos in my department.	1	2	3	4	5	6	7
8	I approach collaboration by relying heavily on building trust among my team members.	1	2	3	4	5	6	7
9	I "walk the talk", i.e. I do what I say I will do.	1	2	3	4	5	6	7
10	I demonstrate to my peers that I believe that trust is the foundation for successful collaboration.	1	2	3	4	5	6	7

This will be included in the facilitator guide:

Your score: add all the circled behaviour frequencies. Write the total in the shaded box.

1-20: Important to change behaviour

21-40: Opportunities for growth

41-60: Satisfactory score

61-70: Excellent score

What do you think are your most important areas of improvement when it comes to 'building trust for collaboration' within your Phase?

Questions you need to respond to (a written submission via email to your facilitator) prior to the CoP feedback session:

- How do you know that/if your Foundation Phase team members feel (are) free to speak their professional minds to you?

-How honest are you in your teaching and assessment practices? What leads you to this judgement about yourself?

-To what extent do you:

- Understand the value of collaboration in leading/managing your department; and
- Believe that you operate within a collaborative mind-set when serving your Foundation Phase team.

-How do you know if your Foundation Phase team trusts you? What will be the signs which indicate such?

[Remember to email your individual responses to your facilitator.]

Theme 3: Sharing Power and Influence

	Behaviours	**BEHAVIOR FREQUENCY**						
		Seldom		**Sometimes**		**Often**		**Almost Always**
1	I use my personal power responsibly.	1	2	3	4	5	6	7
2	I share power as a means for increasing power.	1	2	3	4	5	6	7
3	I share power with my team members whenever possible.	1	2	3	4	5	6	7
4	I offer people an active role in decision-making about matters that affect them.	1	2	3	4	5	6	7
5	When exercising leadership, I rely significantly on peer problem-solving.	1	2	3	4	5	6	7
6	I promote self-confidence in others.	1	2	3	4	5	6	7
7	I create processes that ensure teachers in my Phase have an equal say in decision-making.	1	2	3	4	5	6	7
8	I encourage my teachers to act together to change circumstances that negatively affect the Phase.	1	2	3	4	5	6	7
9	I use influence to produce results whenever possible.	1	2	3	4	5	6	7
10	I am open to being influenced by the teachers in my Phase.	1	2	3	4	5	6	7

This will be included in the facilitator guide:

Your score: add all the circled behaviour frequencies. Write the total in the shaded box.

1-20: Important to change behaviour

21-40: Opportunities for growth

41-60: Satisfactory score

61-70: Excellent score

What do you think are your most important areas of improvement when it comes to using "power and influence" responsibly in building collaboration within your Phase?

Questions you need to respond to (a written submission via email to your facilitator) prior to the CoP feedback session:

-How do you know that you are **currently not** a power-monger in how you lead/manage your Foundation Phase?

-Are you a believer of distributed leadership? Elaborate on your response.

-My understanding of "influence" versus "power" is……

-This is an example of where I actively encouraged/led/supported peer-problem-solving in my department…..

Remember to email your individual responses to your facilitator.]

Theme 4: Self-Reflection

	Behaviours	BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I recognise the effect of my emotions on work performance.	1	2	3	4	5	6	7
2	I recognise the effect of my emotions on relationships.	1	2	3	4	5	6	7
3	I recognise my personal impact on group dynamics.	1	2	3	4	5	6	7
4	I can describe my strengths realistically.	1	2	3	4	5	6	7
5	I can describe my weaknesses realistically.	1	2	3	4	5	6	7
6	I work to understand others' perspectives.	1	2	3	4	5	6	7
7	I read the dynamics of the teachers in my Phase.	1	2	3	4	5	6	7
8	I listen to others actively, checking to ensure my understanding.	1	2	3	4	5	6	7
9	I read non-verbal communication accurately	1	2	3	4	5	6	7
10	I seek feedback from all relevant parties about my behavioural impact.	1	2	3	4	5	6	7

This will be included in the facilitator guide:

Your score: add all the circled behaviour frequencies. Write the total in the shaded box.

1-20: Important to change behaviour

21-40: Opportunities for growth

41-60: Satisfactory score

61-70: Excellent score

What do you think are your most important areas of improvement when it comes to 'self-reflection and collaboration' within your Phase?

[**Questions you need to respond to (a written submission via email to your facilitator) prior to the CoP feedback session:**

-What is your understanding of the concept "emotional intelligence"?

-What, in your opinion, are defining attributes of your emotional intelligence when leading/managing your department?

-Which of your professional weakness(es) have you made known to your department members within the last 6 months?

-How attentive are you as a listener during professional conversations? Why do you believe this to be so about you?

-Describe your 'general body language' when you engage in conversation with your department members. Elaborate where necessary.

Remember to email your individual responses to your facilitator.

Theme 5: Visioning and Mobilising

	Behaviours	BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	My personal vision for my department/Phase is driven by the principles of continuous self-improvement.	1	2	3	4	5	6	7
2	I try my best to explore the diverse aspirations of the teachers in my team.	1	2	3	4	5	6	7
3	I facilitate the development of a shared team/Phase vision that is influenced by the views of everyone in my team.	1	2	3	4	5	6	7
4	I communicate the vision broadly.	1	2	3	4	5	6	7
5	I use collaboration to develop strategic action plans.	1	2	3	4	5	6	7
6	I create the conditions for brainstorming the strategic issues and actions we need to undertake.	1	2	3	4	5	6	7
7	I build an action plan with time-lines and assigned responsibilities to enable the team/Phase vision to be achieved.	1	2	3	4	5	6	7
8	I facilitate buy-in into the action plans and next steps.	1	2	3	4	5	6	7
9	I follow-up on action plans to ensure proper completion.	1	2	3	4	5	6	7
10	I seek innovative solutions for persistent problems we encounter while keeping our eyes on achieving our vision.	1	2	3	4	5	6	7

This will be included in the facilitator guide:

Your score: add all the circled behaviour frequencies. Write the total in the shaded box.

1-20: Important to change behaviour

21-40: Opportunities for growth

41-60: Satisfactory score

61-70: Excellent score

What do you think are your most important areas of improvement when it comes to 'bringing about change through visioning' within your Phase?

Questions you need to respond to (a written submission via email to your facilitator) prior to the CoP feedback session:

-In which year did you become the HoD of Foundation Phase at your current school? What was your vision for this Foundation Phase when you assumed the position of HoD at your current school? What aspects of your personal/professional vision for your current Foundation Phase did you manage to achieve? List these vision-related achievements.

-Write down your current vision for your Foundation Phase (if one formally exists). Who was part of the creation of this vision? When was this vision for your Foundation Phase crafted?

-How closely does your team's decision-making/problem-solving outcomes relate to your Foundation Phase's vision?

-Look back at the minutes (past 12 months) for your Foundation Phase: How many instances are there of your Phase's vision (or your school's vision statement) being deliberately referred to when departmental decisions need to be taken?

-List your written/formally stated school improvement goals (preferably from your SIP) specific to your Phase for the 2020 academic year.

-If your Phase does not have any written/formally stated school improvement goals for the 2020 academic year, is this a cause for concern? Substantiate your response.

Remember to email your individual responses to your facilitator.

Theme 6: Developing People

	Behaviours	BEHAVIOR FREQUENCY						
		Seldom		Sometimes		Often		Almost Always
1	I take seriously my responsibility for coaching and mentoring others.	1	2	3	4	5	6	7
2	I find time to do justice to staff development.	1	2	3	4	5	6	7
3	I define my role when serving as a coach.	1	2	3	4	5	6	7
4	I am committed to developing all teachers who are in my Phase.	1	2	3	4	5	6	7
5	I create opportunities for teachers in my Phase to assess their leadership skills.	1	2	3	4	5	6	7
6	I help my teachers take advantage of opportunities to learn new skills.	1	2	3	4	5	6	7
7	I look for ways to help my teachers become more successful at their jobs.	1	2	3	4	5	6	7
8	I help my teachers to take advantage of opportunities for new experiences.	1	2	3	4	5	6	7
9	I ask the teachers I mentor to define their expectations.	1	2	3	4	5	6	7
10	I create a mutually agreed-upon coaching plan, including criteria for success.	1	2	3	4	5	6	7

This will be included in the facilitator guide: **Your score: add all the circled behaviour frequencies. Write the total in the shaded box.** **1-20: Important to change behaviour** **21-40: Opportunities for growth** **41-60: Satisfactory score** **61-70: Excellent score**
What do you think are your most important areas of improvement when it comes to "how you develop teachers within your Phase"? [**Questions you need to respond to (a written submission via email to your facilitator) prior to the CoP feedback session:** -How do you know when you need to either "coach" or "mentor" a colleague? -What type of personality attributes are best suited to coaching and/or mentoring colleagues? Is your personality suitable for coaching and/or mentoring your department members? Elaborate on your response. -Why should your department members believe/trust in your ability to coach and/or mentor them? How do you know that you are really competent at what you ***think*** you are competent at? -To what extent is/are your IQMS lesson observation/s assisting in professionally developing your department members? How do you know this to be the case? -When was the last time that you had a conversation with your Phase members where you asked them to state their expectations of you as their HoD? If such a conversation took place, list these expectations from your Phase members. Remember to email your individual responses to your facilitator.

THE THEORY OF CHANGE SUPPORTING THIS LEARNING PROGRAMME

[After studying this programme's Theory of Change (ToC) below, in not more than 5 lines, write a short narrative whereby you explain what this programme aims to develop in Foundation Phase HoDs. Do you find this programme's core focus areas (as per ToC below) appealing/relevant to your professional development needs? Yes/No: In either instance, substantiate your response.

What other professional development needs, related to your ability to effectively lead and manage your Phase, could/should be added to this programme? Please specify.]

The theory of change (ToC) supporting this programme is shown below in Figure 1.

Figure 1: Theory of change for the Foundation Phase HoD Lead and Manage Programme

IF

Genuine collaborative working relations are present in the Foundation Phase Team

THEN

Joint visioning and strategy can be set and owned by the Foundation Phase Team

IF

Progressive change strategies are co-created

THEN

The Foundation Phase Team is more likely to work in meaningful Communities of Practice (CoPs) to solve context-related problems

IF

The Foundation Phase HoD engages problem-solving through collaborative CoPs

THEN

A sharper focus can be on the achievement of the CAPS Grade R learning outcomes

IF

Decided focus is on the achievement of Grade R learning outcomes through joint decision-making; and intervention selection and implementation

THEN

There is a higher likelihood that the Grade R learner will be provided with a meaningful learning experience developing her/him in a holistic manner paving the way for the learner's scholastic success

This learning programme is designed using a 'workplace-and-contact session' approach whereby the learning content is planned using the participant's current reality. This means that the participant is expected to complete tasks **prior, during and after** this five day contact-session intervention. Needless to say, the participant is an adult who is expected to take full responsibility for her/his learning by showing industriousness, self-motivation and self-discipline. Thus, this programme will add limited value to the participants if s/he does not attend all **five (5) compulsory** contact sessions.

UNIT ONE

ORIENTATION TO THE GRADE R LEARNING ENVIRONMENT

Overview of Unit One

[The original aim of this task was to……]The first aim of Unit One is to provide the participant with the opportunity to establish group norms and expectations which will support the completion of individual and group activities during the course of this learning programme. However, seeing that face-to-face sessions have been temporarily suspended, it now becomes the responsibility of the facilitator and his/her group to agree on the "netiquette" (online norms) with which you will engage during this learning experience.

The following are the online norms (or code of conduct) which we agree upon as a group (Align these norms to the online functionalities of the Microsoft Teams App):

[To be discussed and agreed upon by the facilitator and his/her CoP]…..

The second aim of Unit One is to orient the participant with a basic overview of systems, processes and methods which apply to the Grade R learning environment. This Unit is **<u>not</u>** an extensive learning programme on Grade R pedagogy. Unit One also requires the completion of a pre-PoE which targets the collection of contextual data specific to each participant's workplace.

Learning Objectives

By the end of this Unit, participants (the Foundation Phase HoD) should be able to:

- Demonstrate working effectively with others as a member of a team or group;
- Organise and manage oneself and one's activities responsibly and effectively ensuring effective group outputs [Group outputs may only apply if this is agreed upon by the learning group; however individual participant outputs are compulsory];
- Understand the integrated daily programme;
- Recognise and apply the correct terminology within the Grade R daily programme;
- Understand and apply the requirements of each play area within the Grade R classroom;
- Interact with the Grade R planning components;

- Understand the Grade R classroom layout; and
- Design a classroom where distractions are minimised, access to resources are maximised and synergy is developed between the lesson plan and the classroom layout.

Learning Outcomes

- Create an A5 poster of the Grade R integrated daily programme showing the correct sequential flow of routine activities.
- Demonstrate (Submit) an application of the course content and GDE: ECD Monitoring tool through a presentation to an audience of funders showing an ideal Grade R classroom/playroom layout.

SETTING THE TONE FOR GROUP WORK
Time: 10 minutes- individual reading and group consensus **Resources:** Participant guide [You may/should be arranged in virtual groups]…..By now, you should be arranged in work/learning groups – please remain in this group for the entire duration of this learning programme. Exchange contact details (email addresses, cell phone numbers, school details etc. [This can be managed by your facilitator or directly controlled by you.]). This learning group can serve as a Community of Practice (CoP) or Professional Learning Community (PLC).

YOUR PRE-PORTFOLIO OF EVIDENCE (PRE-PoE)

The broad aim for compiling this Pre-PoE is to allow the participant the opportunity to gather situational and contextual data about her/his department which can be used as a point of reference to either strengthen good practice or change how you currently lead and manage your department. The compilation of this Pre-PoE is considered to be an element of 'Work-integrated learning (WIL) which will include aspects of learning from your current practices' (NQFA, 2015:10).

In completing this Pre-PoE, only include samples/evidence/data of what you **currently** practise in the Grade R learning environment/Foundation Phase. In other words, please **do not** "fabricate/create" evidence which are not already available. The aim of this task is **NOT** to showcase your department's systems/processes; instead, this task requires a compilation of current data which will be used as authentic primary source material supporting learning activities during the various contact sessions.

The following checklist will guide in in compiling your Pre-PoE: [This pre-PoE is to be completed on an individual basis. The amount of time needed for its completion is dependent on each participant. As far as possible, please complete your pre-PoE electronically].

Table 1: Pre-PoE Checklist for Foundation Phase Department Profile

Requirements for Pre-PoE	**Included (√)**	**Not included (x)**
1. Name and surname of staff members within your department		
2.Their Sex: Male or female		
3.Total number of members of staff you manage within your department		
4.1 Number of Grade R Practitioners you currently manage		
4.2 Number of teacher assistants/support staff currently allocated to each Grade R Practitioner (if applicable)		
5. Number of learners per Grade R Practitioner		
6. Formal qualifications of each staff member within your department		

7. Years of experience of each staff member within your department		
8. Number of Grade R practitioners who are un/under-qualified within your department		
9.The number of "admin"/ "free" periods each member of your department has during a Monday-to-Friday work cycle		
10.The number of "admin"/ "free" periods you have during a Monday-to-Friday work cycle		
11.The number of "admin"/ "free" periods each School Management Team (SMT) member of your school has during a Monday-to-Friday work cycle		
12. Turnover of Grade R Practitioners in the last 24 months		
13. The number of learners in your class		
14. Total number of learners in the Foundation Phase		
15. List of skills of each member of staff within the Foundation Phase at your school (including yourself)		
16. Names of any Master and/or Senior Teacher/s within your department known to you		
17. Number of HoDs at your school in the Foundation Phase		
18. Your formal qualifications related to Teaching		
19. Your formal qualifications related to Leadership and Management		

20. Your years of experience as a Foundation Phase **teacher**		
21. Your years of experience as the Foundation Phase **HoD** (Plus the years of experience of any other Foundation Phase HoD currently at your school- only if applicable)		
22. ***[Optional]*** Minutes of F/Phase department meetings for the last 12 months (**Please do not** create these minutes just for this Pre-PoE. Ensure that the minutes are authentic documents attesting to what has already taken place over the last 12 months)		
23. CAPS Policy specific to the Foundation Phase (inclusive of Grade R)		
24. Current Provincial Circulars specific to the Foundation Phase (inclusive of Grade R)		
25. Any Department of Basic Education (DBE)/GDE material specific to Grade R		
26. Year plan for the Foundation Phase		
27. Monthly/Quarterly Phase plans		
28. **Detailed** list of all the problems you encounter in leading and managing the Grade R learning environment		
29. ***[Optional]*** List of ideas/innovations which you introduced to your department since you became the F/P HoD at your current school		

30.1 List of professional development programmes that you attended in the last 12 months (**self-initiated** and **employer provided**)		
30.2 ***[Optional]*** List of **Grade R-related training** you attended as far back as you can recall. Please state the "name of the training programme"; "Provider of this training"; "Year when this training took place"		
30.3 List of professional development activities for your department that you either conducted or initiated in the last 12 months		
31.1 ***[Optional]*** Provide the GDE Grade R budget allocation for: 2018, 2019, 2020		
31.2 ***[Optional]*** Table the Grade R **actual** expenses for 2018, 2019, 2020		
32. ***[Optional]*** Current status of your school (Section 21 or Non-Section 21)		
33. ***[Optional]*** Sample of current contracts for Grade R Practitioners (delete all personal/confidential information)		
34. Describe, in not more than 15 lines, how you currently monitor (or measure) learner performance in Grade R (include tools which you use)		
35. ***[Optional]*** Provide a current stock sheet/asset register for Grade R LTSM (for 2019)		
36. ***[Optional]*** Describe, in not more than 15 lines, how LTSM is shared between		

Grade R Practitioners and across the Foundation Phase		
37. ***[Optional]*** Describe, in not more than 15 lines, how you currently monitor/track the usage of LTSM in Grade R		
38. Provide samples of lesson plans for each of the different Grade R Practitioners in your department		
39. ***[Optional]*** Provide samples of Grade R learners' progress reports for the 2019 academic year		
40.Provide a 5 line description showing your understanding of **each** the following concepts related to Grade R learners' development (You can present your understanding in bullet format): -emotional development -cognitive development -physical development -social development -intellectual development; and - perceptual development		
41. Sample of completed appraisal/monitoring tool(s) used during 2019 by you for/with the Grade R Practitioner		
42. ***[Optional]*** Minutes of Grade R parent meetings for 2019.		
43. ***[Optional]*** Foundation Phase/Grade R Policy		
44. ***[Optional]*** School Development Plan (2018-2020)		

45.School Improvement Plan 2018 and 2019's (if available)		

Populate data for:

46. ***[Optional]*** **NUMBER OF LEARNERS BY DISABILITY IN GRADE R (2020)**	
Specific learning Disorder	
Severe Behavioural Disorder	
Severe Mental Handicap	
Epileptic	
Cerebral Palsy	
Physical disability	
Hard of hearing	
Deaf	
Partially sighted	
Blind	

47. ***[Optional]*** **HOME LANGUAGE OF LEARNERS IN GRADE R (2020)**		
LANGUAGE	MALE	FEMALE
isiZulu		
Sesotho		

Setswana		
isiXhosa		
Xhitsonga		
Tshivenda		
English		
Afrikaans		
isiNdebele		
isiSwati		
Sepedi		
Sign Language		

48. *[Optional]* NUMBER OF LEARNERS WHOSE PARENTS ARE DECEASED IN GRADE R (2020)	
Mother deceased	
Father deceased	
Total	

49. *[Optional]* GENERAL: IN GRADE R (2020)	
Number of learners using scholar transport	

Number of learners receiving social grants	
Number of learners exempted from paying school fees (if applicable)	
Quintile ranking of school	

50. [Completion of this item is compulsory – To be completed independently by the participant in his/her own time.]

Taking a closer look at *"Me-as-Leader"*:

On a scale from 1-3 (1-Disagree; 2-Unsure; 3-Agree), how would you rate yourself against the following 10 leadership statements? Please select **only one** option per statement by placing an **X** in the corresponding column found on the right hand side. Please be extremely **honest** with yourself when completing this questionnaire.

Leadership Statements	**1** (Disagree)	**2** (Unsure)	**3** (Agree)
1. I am self-motivated in leading my Phase to working together as a cohesive team.			
2. I inspire the teachers in my Phase to work together as a team.			
3. I create time in our busy schedule for my teachers to learn new skills.			
4. I work towards breaking down silos in my Phase.			
5. I encourage my teachers to become solvers of problems we face as a Phase – where practicable.			
6. I promote an ethos of honest, open communication in my Phase.			
7. I frequently use data from our daily practices to support the decisions we make as a Phase.			

8. I embrace constructive conflict as something that is necessary for the growth of my Phase.			
9. I focus on building external networks and partnerships which can help my Phase's development.			
10. I create the opportunity for my teachers to become leaders.			

Total: /30

To calculate your total score out of a maximum of 30 points:

-Add all the crosses in the "1" column = ____

-Add all the crosses in the "2" column = ____

-Add all the crosses in the "3" column = ____

-Add the scores for the "1"+ "2"+ "3" _/30 X 100 (_%)

Interpreting your score:

0-30%: Important to change behaviour

31-60%: Opportunities for growth

61-85%: Satisfactory score

86-100%: Excellent score

51. [Completion of this item is compulsory – To be completed independently by the participant in his/her own time.]

"How well Do I know my Foundation Phase Teachers?"

Now, complete the following questionnaire which focuses on the teachers within your department. On a scale from 1-3 (1- Really Poor at it; 2-Quite Average at it; 3-Great at it), how would you rate your Foundation Phase teachers against the following 10 interpersonal team statements? Please select **only one** option per statement by placing either a number "1"; "2", or "3" in the corresponding column found on the right hand side. You can use pseudonyms (false names) to replace the original names of teachers when completing the column on the left. Please be extremely honest and fair when completing this questionnaire.

Names of teachers in my Phase	Self-motivated	Inspiring to others	Keen to learn	Operates in silos	Problem-solver	Controls emotions	Works well with data	Negative Conflict creator	Partnership driven	Shows leadership potential
e.g. Mary	2	2	2	2	2	3	3	3	3	3
Thandi										
Etc.										
Totals										

Totals:

-Calculate total score out of 30 per teacher

-Convert each score out of 30 into a percentage (%)

-Add all the percentages and divide by the number of teachers in your department. This will give you an average score per teacher in your Phase.

52. ***Compulsory***: Your facilitator will consolidate (and share with you) each HoD's data in the table below on "the number of "admin"/ free periods" s/he has per week. [NB* This data will be needed for Activity 6.5- Table 3 found on pp.79-80 of this booklet]

Table 3

Group member's names	**Type of school (e.g. Township, Ex-Model C, Rural, Farm, Inner-city)**	**The number of "admin"/ "free" periods I have during a Monday-to-Friday work cycle (Provide the number of free periods in minutes).**
e.g. Mirriam Zwane	Ex-Model C	60 mins (2 periods)

ACTIVITY 1 – UNDERSTANDING THE GRADE R DAILY PROGRAMME

Time: 60 minutes (20 minutes for creating the A5 poster; 15 minutes for group review and 25 minutes for plenary)

[Time limit per activity will not apply. This was applicable to a face-to-face learning experience. The actual time taken to share participant outputs' with each other via an online/digital mode is dependent on the facilitator-group arrangement(s). Kindly ignore the timeframes which are typed in black font (e.g. 60 minutes). This principle applies to all learning tasks in this learner manual.]

Resources: A5 poster paper, Pritt/Prestik, koki pens, picture cards

Instructions [Each HoD/participant may complete this activity at his/her respective school by including members from his/her Foundation Phase]:

1. Each group is given a set of daily programme picture cards, A5/poster paper, and glue stick/Prestik. [The daily programme picture cards are to be emailed, by the MGSLG administrator, prior to the completion of this activity]
2. Have a 10 minutes discussion in the group about the order of the daily programme (refer to cut-outs of the daily programme). [This will be done with your respective Foundation Phase members].
3. Once the group has decided on the correct order, paste these cut-outs onto the A5/poster paper. [This will be done with your respective Foundation Phase members].
4. Select a reporter, as you may be asked to talk about your daily programme routine. [You will be the presenter, should your CoP/group agree that you will conduct an online presentation]

Group Review on A5 Poster (15 minutes):

[Your facilitator will allocate you to a peer for the completion of the following activity]

Now, exchange your A5 poster with another learning group/HoD who is a member of your CoP. Thereafter, review the poster on 'The Grade R Daily Programme' using the "correct sequence sheet" which will be provided by the facilitator [The Daily programme correct sequence sheet will be emailed, by the MGSLG administrator, prior to the completion of this activity]. Calculate a total out of 14 points converting this into a percentage out of 100.

During your online (plenary) discussion:

- Comment on the "correct sequence sheet" provided by the facilitator- Do you agree/disagree with the recommended flow of Grade R daily events in relation to your school's context? Justify your response.
- What could be the reasons why this is the recommended sequence of the Grade R daily programme?
- Explain which methods you use at your school to monitor/supervise the implementation of the Grade R daily programme.
- If you do not monitor/supervise the implementation of the Grade R daily programme, how certain are you that Grade R Practitioners are adhering to this specified routine? Explain your response.

Remember, in Grade R, the timetable is called the **Daily Programme**. It is made up of three main components, namely:

- teacher-guided activities;
- routines; and
- learner-initiated activities or free play (DoBE,2011b:14).

The Grade R classroom/learning environment must cater for these 3 aspects in terms of its layout.

The Grade R Daily Programme:

- Carefully tailors balanced periods of structured learning with creative activities.
- Is progressive, from guiding the learner from self-directed play to focused play and then to the formal activities in Grade 1.

- Determines the kind of interactions the learner will have with his/her classmates and teacher.
- Develops the learners' sense of safety and security.
- Helps to stimulate memory and routine.
- Caters for children with special needs as well as differentiated teaching.

The parts of the daily programme are like paving. Each block has a stimulating learning activity that connects towards holistic development.

ACTIVITY 2: THE GRADE R PLAYROOM/CLASSROOM LAYOUT

Time: [NB* Time limit does not apply to this task] 120 minutes (30 minutes reading, 40 minutes classroom/playroom design and presentation; 50 minutes peer assessment and class discussion- maximum 10 minutes per group)

Resources: Learning guide, A5 poster paper, koki pens, Prestik

Testing assumptions:

(This activity will be completed independently by the participant. Time needed: self-determined.)

Resources: Photograph depicting current situation regarding Grade R classroom layout at your school/neighbouring school (refer to page 29 of this manual).

Questions to respond to:

- What are your impressions of the learning space within which this Grade R class functions? Validate your response/s by making reference/s to tangible aspects you observe in the photograph.
- Should this status quo of remain? Yes/No. Your response must be anchored using your earlier notes/discussion (see pre-PoE pg. 20) on this learning environment's impact on learners':
  - emotional development;
  - cognitive development;
  - physical development;
  - social development;
  - intellectual development; and

- perceptual development

Let's move on…..

Now, pretend that you had recently conducted a Grade R class/support/advisory visit and observed the following which you captured as a photograph (see page 29 of this booklet). Thereafter, you decided to apply to the National Lottery for funding to transform the predicament captured below in the photo depicting the reality of the Grade R learning environment at your school [**OR**: If such a reality is not applicable to your current Grade R learning environment, then consider this as a neighbouring school which sought your advice on how they can attempt to change the unconducive teaching and learning ethos their Grade R's find themselves in.]

As lady luck would have it, your application to the National Lottery Fund has been tentatively accepted pending a presentation which you must make to the Lotto Bid Committee. The National Lotto has agreed to provisionally ring-fence money for building conducive classrooms/playrooms for Grade R at your school [**OR** at your neighbouring school].

To that end, you have been asked to design a floor plan/layout for the **ideal Grade R classroom/playroom** which may transform the scenario portrayed below in the photo submitted to Lotto. To achieve this for the National Lottery Fund, you decide to set-up a Community of Practice (CoP)/Professional Learning Community (PLC) at your school [**OR** at your neighbouring school- in this instance, virtually] so that you/they can jointly work on this plan (for this task, your CoP/PLC will be the Foundation Phase members from your school/ **OR** the Foundation Phase members from your neighbouring school). Thus, your team decides to refer to the ***"Grade R School Visit Monitoring Instrument 2018 ECD Foundation Phase"*** which is administered by some GDE: ECD officials during their routine support visits. Your CoP/PLC must also refer to content from pages 32-52 of this booklet.

Photo depicting current situation regarding Grade R classroom layout at your school/ a neighbouring school

After concluding all the ground work:

Design a floor plan (which could be done electronically, or an any size of paper you decide upon- provided you can take a photo of your floor plan) which you will present to the National Lottery Fund showing the layout of an ideal Grade R playroom/classroom for your school/ *a neighbouring school*. Your group's design must be linked to the content found on pages 32-52 of this booklet **and** the GDE: ECD monitoring tool (refer to section entitled *"Classroom Layout/Maintenance")*. Motivate why each of the following areas must be catered for in the National Lottery Funding: 5 lines per area in your motivation on the educational benefits of these Grade R areas to the Grade R learner should suffice:

Grade Floor Areas to be Funded by the National Lottery

Fantasy area	Art display	Focus area	Mathematics area	Phonic table

Block area	Theme table	Science	Quiet/Language area	Other:
Art area	Safety inside the classroom	Life Skills area	Fantasy play furniture	Other:

Class Presentation/Online sharing session

Your facilitator will randomly select HoDs from his/her learning group to present on the above task. The time allocated and style of online presentation, per presenter, will be collectively agreed upon between the facilitator and the group:

Peer Assessment

(Members of your group must provide verbal feedback to the presenting HoD/s using the following criteria)

Name of HoD presenting (online):
1.Did the opening remarks/introduction capture your attention: Yes/No **Comment:**
2. What are impressions of the classroom/playroom design presented for consideration? **Comment:**
3. Did the speaker motivate why all the classroom/playroom design features should be considered in the funding of this project? **Comment:**
4. Was the presenter able to effectively respond to the questions asked regarding the content of her/his presentation?

Comment:
Overall verdict by the National Lottery Bid Committee Approved/Not Approved If “Not Approved”, provide reasons why this bid was rejected:
Please respond to the following questions prior to your online session: 1. On average, how many Grade R learners are there, per Grade R classroom, at your school? 2. What is the average floor size (in square metres) of the Grade R classrooms at your school? 3. How do you realistically apply the requirements of the Grade R learning environment/classroom layout to the actual physical space available per Grade R classroom at your school? 4. How will you appraise a Grade R Practitioner if all components of the Grade R classroom/playroom are not catered for? 5. If there are more than one Grade R class at your school, do you expect each Grade R classroom to be identical in layout? Yes/No- in either case, motivate your response.

Reading material for Activity 2

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

SCHOOL		DATE			
PRINCIPAL:		HOD			
CELL NUMBER					
SCHOOL TEL.					
PRACTITIONERS and NUMBER OF PARTICIPANTS	CLASS 1		CLASS 2		CLASS 3
	CLASS 4		CLASS 5		CLASS 6
SCHOOL FEES		NO. OF SUBSIDISED SITES			
LOLT		SECTION 20/21		SAL	
E MAIL					
FIRST VISIT		FOLLOW UP VISIT			

CRITERIA					√ / X	COMMENTS
PLANNING						
Are the CAPS policy documents available?	HL	MATHS	L/S	NPA	NPPPPR	
Is the daily programme available?						
Is the daily programme CAPS compliant with Notional Time?						
Web diagram per theme						
Weekly plan per theme						
Daily planners per theme						
Are resources filed behind the daily planners?						
Are teacher resources prepared?						
Are the dates current?						
Are the lesson plans aligned to CAPS?						
ASSESSMENT						
Are checklists available for Maths, Home Language and Life Skills per term	T1	T2	T3	T4		

Are rubrics available for assessment?					
Developmental checklist					
Perceptual checklist					
Schedule					
Story narration checklist					
A copy of participant report per term					
Are there relevant recordings on record sheets?					
Is observation book available and in use?					

CLASSROOM LAYOUT/MAINTENANCE			
Is the classroom conducive to learning?			
FANTASY AREA Clothes, shoes, hats etc. gender sensitive Culture sensitive		**LIFESKILLS AREA** HIV chart, ground rules chart, Duty chart, Blood policy	
BLOCK AREA Blocks in containers on shelves. Safe to play with. Connectors, wooden blocks, soft blocks, Legos.		**MATHEMATICS AREA** Numbers 1-10 with dots, Number perception games, SHAPES	
ART AREA Main activity plus 3 side activities, Different art activities put out, clay, paint, Drawing, Construction, Collage, Cutting, Pasting		**QUIET/LANGUAGE AREA** Variety (tape recorder & earphones) Integrated reading series with posters, big books and graded readers. Magazines, newspapers, Home-made books, big books Material such as puzzles Threading activities , Cushions & blankets	
ART DISPLAY Block per participant, relevant and variety of art, signed and dated, blocks labelled			
THEME TABLE Relevant to theme, items are labelled		**FANTASY PLAY FURNITURE** Available, repaired, painted	
SAFETY INSIDE THE CLASSROOM Safe environment, no sharp, rusty and dangerous objects, lying around inside		**MANAGEMENT OF SPACE** Arrangement of tables	

		Group works, storage of toys on shelving.	
FOCUS AREA Large carpet, sound/colour/number/shape of the week		**PHONIC TABLE** Real objects relevant to sound. Correctly labelled	
SCIENCE Science table relevant to prep.		**CLASSROOM MAINTENANCE** Neat, clean and attractive	
Symbol usage – pigeon holes, birthday chart, files, art area, birthdays			
Is there a pigeon hole for participants' bags?			
Is there shelving dividing the paly areas?			
Is there a 4/3 step display shelf in focus area?			
Is group work evident?			
Is the register up to date and marked?			
Are participants within the age cohort?			
Practitioner name on the door.			
Relevant headings above charts.			
Correct labelling in class			
Is daily programme in a straight line at level of participants?			
Classroom maintenance and safety.			

FINDINGS	RECOMMENDATIONS

OUTDOOR PLAY			
IS THERE A FUNCTIONAL			
Water play area – spades, buckets, scoops, funnels etc.			
Sand play area – Clean sand – with HTH or SALT Free off weeds and grass, sand play toys [spades, rakes, buckets etc.]			
ROAD TRAFFIC TRACK Well maintained free from weeds and grass			
OBSTACLE COURSE Free from grass and weeds			
JUNGLE GYM - wooden			
See saw – mounted			
Tyres mounted for balancing			
Tyres loose for motor control			
Skipping ropes		Hoola hoops	
Large balls		Beacons/cones	
Medium balls		Stilts	
Tennis balls		Balancing beams	
Bean bags		Slide	
Flip and catch		Swings	
Tactile balancing track		Monkey bars - mounted	
Is the area fenced			
Is the area locked			

ADMINISTRATION/ GENERAL/ FACILITATION / WALL DISPLAYS	
Is there a functional First Aid kit?	
Is there an up to date LTSM record?	
Is there group rotation during teaching?	
Are DBE books used?	
Is the resource pack in use?	
Are participant activities controlled?	
Are participants supported?	

Are support forms completed?	
Are toilets clean and functional?	
Is relevant stationery available?	
Is there evidence of reporting to parents?	
Birthday chart	
Weather chart	
Large movable dolls – boy and girl	
Height chart	
Are relevant resources displayed per area?	
Are participants worked marked and filed?	
Is the news book aligned and in use?	
Is there evidence of Make and Bake activities?	
Is there evidence of team work?	
Is the reading series in use for shared reading?	
Is there evidence of labelling of toys?	

School	**Teacher 1**	**Teacher 2**	**Teacher 3**	**Teacher 4**	**Teacher 5**
Name					
Total number of teachers					
Registers available					
roll					
girls					
boys					
Total number of participants					

Participants work	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X
Comments					
Observation book	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X
Comments					
DBE (no. of activities)					
Comments					
Daily News(no. of activities					
Comments					
Curriculum coverage %					
Mathematics					
Home Language					
Life Skills					
Comments					
SBA % (no. of activities)					
Mathematics					
Home Language					
Life Skills					
Comments					
Integrated Series	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X
Comments					

GENERAL COMMENTS

RESPONSE FROM SCHOOL

	PRINT NAME	SIGNATURE
DISTRICT OFFICIAL		
PRINCIPAL		
HOD		
DATE		

A well-designed and well-organised learning environment that is inviting to children, full of interesting materials, and is set up to accommodate a range of activities and play, supports children's growth in all areas of development. Any developmentally appropriate programme — whether it is a half-day programme or full-day programme can follow some basic guidelines to arrange a learning space for young children that will encourage their exploration, creativity, and active learning.

a) The Grade R play areas

The classroom must have clearly demarcated play areas that are well-resourced and organised. The dividers (shelving) will assist in arranging the toys/resources and ensure that they are well-arranged and labelled.

Pigeon Holes	Symbols

Pigeon holes are cubicles in which learners' bags can be kept. These can be made by: • stacking tomato boxes • dividing book shelves • using movable trollies • using nails on a free wall to hook bags etc.	Symbols are used to help children identify their belongings and allocated space and to create an identity until they recognise their written names. Each learner must have their own symbol. Symbols can be made as follows: • Cutting familiar pictures from magazines/newspapers etc. • Using pictures from colouring books (coloured in) • Stickers

b) Grade R wall and table displays

The following wall displays and table layouts are required in order to run an effective programme.

Phonic frieze	**Shapes**	**Theme table**
Number symbol, dot, word, picture and object	**Art display area**	**Blood Policy**
Sand paper letters	**Sand paper numbers**	**Duty chart**
Class rules	**Birthday chart**	**Colour table**
Science	**Theme display**	**Sight words**

c) Lesson plan delivery

The layout must cater for group rotation and focus work.

PRACTITIONER FILES

FILE NAME	QUANTITY	CONTENTS
Planning – Term 1-4	4	**Term 1 - 4** Mission and vision Class list Parent information/contacts Daily program ATP for the term For each theme: web diagram, weekly plan, daily plan followed by resources
Assessment	1	File used for entire year divided in terms ***Addendum – Table of contents for assessment file***
LTSM Learner Teacher Support Material	1	Stock list – updated per annum Invoices and delivery notes Letters to parents for retrieval /damages Written off stock Needs analysis of stock required Reports on loss/theft/damage ***Addendum – Minimum package for Grade R LTSM***

Classroom Management Tips

Successful classroom management starts with a plan. Do not assume that a well-arranged classroom is automatically a well-managed classroom. In order to manage an effective layout with good discipline and proper control, take note of the following ***(*NB The bulleted items below are what you should observe during professional development sessions in the Grade R learning environment***):

- Every practitioner must ensure that they have a **daily system of recording** observations, to transfer to checklists either weekly or fortnightly.
- Groupings do not stay the same; they change according to topics, abilities and identified needs based on observation etc.
- **Play areas** that are clearly demarcated using appropriate dividers will minimise the noise and ensure control.
- **Signals and sounds** are useful to rotate groups or bring learners to the carpet.
- **Preparation is important.** While you pause to look for crayons, your learners may try to take over the world. Before class begins, make sure that you have all of your materials ready and know your lesson thoroughly.

- Reading a lesson to Grade Rs will not engage them. Those learners will find more interesting activities to pay attention to.
- **Train** your class that when you use a certain cue, they are to prepare to listen. It may be counting to three or clapping in a pattern or asking them to repeat the words you say. Grade Rs are easily trained- you just have to be consistent. Do the same thing every time.
- **Teach with enthusiasm.** Avoid monotone voices or bland personalities. You not have the opportunity to make the classroom come alive.
- **Involve the children**. They will remember the story better if they are involved in your teaching. Have them make appropriate sound effects, repeat key phrases, or act out related motions. The more repetition you can include, the better!
- **Keep it short and use variety.** Grade Rs have extremely short attention spans. Basically, they can focus for one minute per year of their age. Less is more for little ones. Give them one short, amazing story with one simple point to remember.
- Play areas need to be clearly **divided**.

Focus areas

	AREA	AREA CONTENTS	AREA ACTIVITIES
Focus areas must have a large carpet for whole class rings and activities.	Theme table	Must reflect the current theme with objects, a poster and labels in the correct font.	Theme discussions focussing on the resources on the theme table. Learners bring in the items for the table. The theme table is developed over the days that the theme is covered and not all at once.
	Colour	A table or focal point with objects denoting the colour being taught.	Use the colour table to introduce children to a specific colour. Items on the table show the various shades of the particular colour.
	Phonic	A table focussing	The teacher puts up a

		on the week's sound with objects related to the sound with labels.	written card of the phonic sound. The table also includes real objects related to the sound .e.g.: if the sound is 's' the table will have a pair of scissors, socks, sun picture, snake, etc. The teacher uses this table to develop phonemic awareness.
	Science	A table that encourages discovery and curiosity with items related to science as well as the week's science experiment.	Always have some activity on this table, e.g.: textures of food products, colour mixing, objects that float and sink, etc.
	Wall displays	The wall can have the birthday chart, general rules for the class, the number focus, and the weather board.	These cater for incidental reading as well as incidental writing when learners copy labels. The teacher can use this for emergent reading and revision of learned concepts.
	Daily programme	Picture daily programme arranged in a straight line at the eye level of the children.	The daily programme is the first introduction of time. Use the programme to familiarise the children to their routines.

Mathematics Area

- Enclose the area on three sides. An L-shaped shelf can create boundaries.
- Store the manipulatives on shelves near the tables so they are accessible.
- If space permits, provide a small table and chairs and also ensure that there is unobstructed floor space where learners can play with toys on the floor or with a work mat or tray if they prefer.

<table>
<tr><td rowspan="2">Maths area: This area must cater for independent work with adequate use of available resources. The area may have one table, depending on the classroom's size.</td><td>Resources</td><td>The Maths area is an area that has number games, patterning, counters, threading, construction, measurement toys, resources for space and shape as well as data handling and maths perceptual games, etc.</td></tr>
<tr><td>Wall displays</td><td>The wall displays include number symbol, dot, picture and word arranged sequentially as it is taught. The wall includes geometric shapes as well as colours.</td></tr>
<tr><td>ACTIVITIES</td><td colspan="2">Follow activities designed in the Clarification notes in the CAPS Maths Policy Document
Songs
Music rings
Perceptual activities
Counting
Theme discussions
Science experiments
Free play
Routines</td></tr>
</table>

Language Area

- Enclose the area on three sides. An L-shaped shelf can create boundaries.
- Store the manipulatives on shelves near the tables so they are accessible.
- If space permits, provide a small table and chairs and also ensure that there is unobstructed floor space where children can play with toys on the floor or with a work mat or tray if they prefer.

<table>
<tr><td rowspan="2">Language and quiet area: This area is away from the noisy areas. The floor has scatter cushions, a carpet and throw blankets. A table may be included depending on classroom size.</td><td>Resources</td><td>Puzzles, threading, peg boards, readers (big books and small books), memory games, and language perceptual games, CD player and earphones, writing easel, chalk, triangular pencils, dough and dough equipment, clay and blank paper.</td></tr>
<tr><td>Wall displays</td><td>The wall displays include a phonic frieze of sounds already taught in 3D as well as sight words introduced, picture sentence strips. Relevant rules regarding the area is also</td></tr>
</table>

		displayed in picture form.
ACTIVITIES	• Follow activities designed in the Home Language Policy Document. • Stories • Dramatisation • Independent reading • Picture reading • Picture discussions • Perceptual activities • News • Poems/songs/rhymes • Theme discussions • Movement activities • Routines • Free play • Phonemic awareness	

Life Skills and Fantasy Play Area

- Enclose the fantasy play on three sides. Locating the house corner in a corner of the room provides two walls as dividers. A third side can be created by using the back of a shelf from an adjoining area or arranging the house area furniture to create an enclosed area.
- Divide the house corner into smaller, manageable play areas such as a kitchen, living room and bedroom.

Life Skills area is combined with Fantasy Play: This area can be re-arranged according to the theme. Children can engage in social activity through dramatic play.	**Resources**	child-sized stove, sink with cabinet for storing dishes, refrigerator, table and chairs, bed, dresser, dress-up display and other furnishing such as washer/dryer, cooking utensils, such as pots/pans, eating utensils, dishes, muffin pan, wok, toaster, play food, collection of empty containers such as food products and spices, cleaning utensils such as mops, brooms, feather dusters, rags, pails, empty containers of cleaning products such as laundry detergent and dish soap, infant dolls, dolls representing adults, small dolls for doll houses (diverse ethnic characteristics), doll furniture such as cradle/crib, high chair, stroller, wheelchairs,

		walkers, baby carriers from various cultures, doll clothes and accessories such as bottles, blankets, full length unbreakable mirror, telephones, clocks, radios, cameras, stuffed animals, fabrics or blankets typical of various cultures, garage with small vehicles, doll house and accessories, small toy animals and accessories. **Dress up clothes:** *(male and female; depicting the season)* jackets, shirts, dresses, skirts, pants, accessories such as jewellery, purses, bags, briefcases, suitcases, sunglasses, hats, including hard hats, hats used in different jobs, sun hats, costumes, clip-on ties, scarves, boots, sandals, slippers, shoes , musical instruments.
	Wall displays	The walls include a picture blood policy, pictures related to HIV/AIDS. If the focus area in the morning does not have enough space, the birthday chart can be put here as well as the duty chart and symbol chart.
ACTIVITIES	• Follow activities designed in the Life Skills Policy Document • Human movement activities • Songs/music • Poems/rhymes • Theme discussion • Birthdays • Routines • Free play	

Block Area

- Enclose the Block area on at least three sides. Locating the Block area in the corner of a room provides two walls as dividers and a shelf or furniture can provide the third side. Tape can also be used to designate a boundary.
- Set-up the Block area in a noisy part of the classroom, such as next to the house/dramatic play area. Use carpet to reduce the noise level in this area.
- Make the block corner large enough for several children to spread out their blocks or keep their structures erected for a period of time.
- Can be combined with the Maths area.

Blocks: building blocks, construction blocks, wooden blocks, etc.	**Resources**	This area can be combined with maths and has wooden blocks (straight and curved), construction toys and connectors.
ACTIVITIES	• Tower building • Story development with picture blocks • Data-handling by stacking blocks • Use blocks to build a maze. • Make dice out of blocks for Maths. • Use alphabet blocks to build words. • Constructions using interlinking links, Lego®, connecting blocks etc. • Blocks come in many shapes, sizes and colours, they are the perfect manipulative to use when teaching basic Mathematical concepts. • Science by checking heavier and lighter blocks, can they float or do they sink, etc. • Language development through vocabulary usage when building.	

Art Area

- Provide enough space in the Art area for children to work comfortably at easels, at a table, on the floor, etc.
- Locate the Art area near a source of water if possible. Tubs of water can be brought to the area to wash hands and brushes if necessary.
- Make sure the Art area is out of the line of traffic and provides a space for “drying” artwork nearby.

Art: • Creativity and imagination, while allowing for self-expression • Concepts such as colours, shapes, lines, properties, textures, cause and effect, problem-solving, sizes, symmetry, design, balance, patterns, etc. • Conceptualisation • Small muscle development and eye-hand coordination • Appropriate outlet for anger or frustration	**Resources**	• Paint brushes in a variety of sizes, paint rollers in a variety of patterns, eye-droppers for painting, feathers for painting, kitchen utensils that provide unique prints (potato masher), wall paper, brightly coloured glue, spray bottles filled with water or paint, dental floss for string painting, variety of paper in colours, textures and sizes, marbles and anything that rolls for painting, foil, sandpaper, tissue paper, sand, sawdust, dirt, bubble wrap, rolls of brightly coloured masking tape, unusual cake pans or moulds for marble painting, tree bark for rubbings, beads, baubles, jewels, etc. for collage items, small collectables from nature for collage making, lacing yarns, variety of scissors, markers, crayon-melting tray, easel, acrylic table or trays, etc.
	Wall Display	The wall must have clearly demarcated blocks for each child with their name tag and symbol in the correct font. Every week the child goes through all his/her creative work, selects the piece they are most proud of and displays it in their block. Art on the wall must always be signed and dated. Try re-arranging the blocks regularly to challenge your learners. This will also help you assess if they recognise their symbol/name.

ACTIVITIES	• Drawing (wet/dry chalk, wax crayons, colouring pencils, pastels, koki's, etc.) • Painting (brushes, hands, finger paint, ear buds, sponges, toothbrushes, stamps, marbles) • Dough (rolling pins, shapes, figures, plastic animals, buttons, sticks / ice-cream sticks) • Pasting/collage (White glue: polystyrene, seeds, feathers, small boxes) • Cutting (magazines, zig-zag, tear, straight line, curve, pictures, etc.) • Threading (polystyrene, beads, straws, spaghetti, pictures with holes at the side, buttons)

Outdoor Areas

<table>
<tr><td>Outdoor play

Schools received
Jungle gyms
Road side tracks
Obstacle courses</td><td>Resources</td><td>The outdoor area is always locked and only opened for supervised play. The area should have a large jungle gym that caters for sliding, swinging, crawling, monkey bars, rope work, etc. and a large sand pit in which participants can sit in .Sand must be cleaned with salt regularly (1 part of salt to 5 parts of water). There also needs to be equipment for water play. Loose and mounted tyres for direction, control and balance. Skipping ropes, balls (all sizes), hula-hoops, flip and catch, bean bags, etc.</td></tr>
<tr><td>ACTIVITIES</td><td colspan="2">• Locomotor (walking, running, shuttle running, etc.)
• Non-locomotor (proprioception, climbing, etc.)
• Perceptual motor (Using their senses on a simple obstacle course, etc.)
• Rhythm (Jump with feet together or alternate, creating movement to music, etc.)
• Co – ordination (throwing, catching, climbing monkey bars, etc.)
• Balance (on a beam, rope or tyres, etc.)
• Spatial orientation (formations, running in different directions, etc.)
• Laterality (use of dominant and non-dominant sides of the body)
• Games such as catch, tag, hide-and-seek, etc.</td></tr>
</table>

General	**Create a place for arrival:** • Provide an entry area near the door with pigeon holes for storing each child's belongings and pegs or hooks for hanging backpacks, coats and hats. • Clearly label each child's pigeon hole. A child's photograph paired with his or her printed first name makes a good label. • Provide a parent bulletin board in the entry area for posting lesson plans, information about special classroom activities, parent events or articles of interest to parents. **Carefully plan and organize storage space:** • Provide adequate closed storage space for materials which need to be stored, such as extra paper, poster paint and children's snacks. • Store materials which are used together, such as extra art materials or prop boxes, in the same place. • Label storage clearly and keep an inventory sheet posted for easy reference. • Store materials accessible to children throughout the room. **Label each play area:** • Label each activity area with an appropriate sign or symbol. For example, a picture of children stacking blocks with the words "Block Area" printed on it or a hanging mobile with blocks. **Teacher's table :** • This table is the last entry in the class, depending on space. • The table should be small with adequate space for the teaching tools for the day.

Teaching Tips for Classroom Layout

- In a small classroom: The Maths and Block area can be combined; Language and Quiet area can be combined; and Fantasy play and Life Skills can be combined.

- Create clear visual boundaries making it apparent to children where learning areas stop and start. Define child-care areas with shelving units, equipment with bags, area rugs, etc.
- Each play area should be separate- its own entity and area.
- Strategically arrange the room to eliminate runways. Long, straight isles and paths encourage running.
- The Art area and sand/water play should be located on tile and by sinks if possible- for easy clean-up.
- Provide visual order with a sense of logic. Group similar things together. Display materials so that they can be seen with correct labels, baskets and boxes.
- Avoid having any "blind spots" or areas where children cannot be seen.
- Separate quiet and loud areas so that children can respect each other’s play experiences.
- Create a soft, quiet area where a child can choose to be alone.
- Pull equipment away from the walls. Utilize your equipment to create "nooks" and to visually invite people to come all the way into the classroom.
- Have any needed supplies and materials close and accessible to the children (smocks, paper towels, paintbrushes, garbage can, etc.) to encourage independence.
- Areas should indicate logical use of the materials. For example, if the tables are located right by the manipulative shelf, children are given the cue to take those toys to the table.

Points to Consider Regarding Equipment

The materials and equipment should:

- be available in a quantity and variety to occupy all children in attendance.
- be consistent with the developmental capabilities of children in attendance.
- be available for most of the day.
- offer many types of play choices, for blocks of time, to provide different opportunities for children to experiment, explore and learn.
- be accessible to children where they can reach and use the materials by themselves.
- have adaptations of furniture to meet all children’s needs.
- be organised into particular interest centres (may overlap into other centres).
- be arranged so quiet and active centres do not interfere with one another.
- represent and encourage acceptance of diversity (race, culture, age, abilities, gender) in all activity areas.
- be rotated and changed frequently based on the children’s interests.
- be provided indoors and outdoors to broaden children’s exploration and experiences.

Activity 3: Self-knowledge True/False Post-Test

Time: 40 minutes (25 minutes individual reading and self-knowledge test completion, 15 minutes plenary) [Time limit does not apply to this activity]

Resources: Learner booklet and post-online test

On an individual basis, read the material from pages 53-64 of this learner booklet. Thereafter, complete the online self-knowledge post-test. You will only have one attempt at the self-knowledge post-test. Your results will be immediately available to you.

Reading Material for Self-knowledge Post-Test

Grade R forms part of the Foundation Phase in South African schools and it is an important building block for young children starting out on a journey of self-discovery, exploration of the environment, relationships and learning about the world. Learning through play, is how Grade R and Early Childhood Development (ECD) learners make sense of the world around them. Through play they develop social and cognitive skills, mature emotionally, and gain the confidence required to try new experiences within the environment. Play is the work of children. Through a variety of activities and routines, children are being prepared for more than just the next grade they are prepared for long-life learning.

All Grade R teachers are expected to understand how children learn in order to assess learners, plan activities, organise and manage their Grade R classrooms as well as the outdoor learning environment. Teachers are expected to apply principles of inclusive education.

It is important that teaching and learning take place in a conducive environment where Home Language, Mathematics and Life Skills are integrated in all activities and informal assessment takes place throughout the day, both inside and outside of the classroom. It is also important that children are valued and affirmed as individuals. The Grade R teacher should have a thorough knowledge and understanding of Home Language, Mathematics and Life Skills content and Assessment Guidelines contained in the Curriculum and Assessment Policy Statements (CAPS). The Grade R teacher should also be trained in Curriculum Differentiation in order to manage diversity in the classroom and ensure that each learners reaches her/his potential. The Foundation

Phase Head of Department (HOD) should therefore understand all of the above-mentioned in order to support the Grade R teacher.

This manual has been developed to support effective implementation and to standardise Grade R in Gauteng Province schools, community and stand-alone sites. Effective implementation and standardisation will happen when Grade R teachers are adequately trained and supported. Implementation will be further strengthened when HODs understand their roles in providing the required support. Teachers are encouraged to use this manual in conjunction with the CAPS documents, Inclusive Education guidelines and other resources. HoDs are encouraged to use the manual to deepen their understanding of requirements of Grade R programme so that they are able to:

(i) Provide leadership for Foundation Phase and Grade R by:

- interpreting policy requirements and thus understanding expectations of society and global trends in education as well as envisioning world class Foundation Phase and Grade R programme.
- Contributing towards transforming schools into centres of care and learning

(ii) Manage Grade R effectively by offering the following:

- Support to Grade R teachers in planning, organising, teaching and all aspects of assessment
- To integrate Grade R effectively into the Foundation Phase in the planning and co-ordination processes
- Provision of mentoring and coaching to Grade R teachers in curriculum differentiation and classroom management

(iii) Interface effectively with relevant stakeholders such as SMT, parents, Departments of Education, Health and Social Development, in order to build support systems for delivery of a quality Grade R programme.

Instructional Time

Grade R	Hours per week	Hours per day
Foundation Phase (Grades R)	23	4 hours 36 minutes inclusive of break

Inclusive Education

The implementation of CAPS must take place in inclusive classrooms to cater for diverse learning needs. Whilst CAPS describes the curriculum and assessment content, Inclusive Education makes provision for managing diversity in the classroom and offers opportunity for curriculum differentiation to optimize learning for learners with a range of needs including those with barriers to learning. CAPS and Inclusive Education are therefore not mutually exclusive. Inclusive Education embodies principles that inform pedagogical choices and as such, Inclusive Education supports effective implementation of CAPS.

The implementation of inclusive education has been very slow since publication of *Education White Paper 6: Building an Inclusive Education System 2001*. Guidelines published by DBE aimed at operationalizing inclusion, and to provide HODs with resources and tools to promote inclusion in Grade R classrooms. What HODs can do:

- Study Inclusive Education policy documents – *Education White Paper 6: Building an Inclusive Education System 2001*; *National Guidelines on Screening, Identification*, *Assessment & Support* (SIAS) 2008; *Guidelines for responding to learner Diversity through CAPS 2012* and several other operational guidelines published on DBE website.
- Organise internal workshops on topics such as:
    - What is inclusive education? Learning Barriers, (SIAS), Curriculum Differentiation and Managing Diversity in the classroom
- Be familiar with the screening tools and analysis of the screening both first and second level. N.B It is important to show continuous support.

FREQUENTLY ASKED QUESTIONS

1. QUESTION: **"WHAT IS MEANT BY GRADE R AND HOW DOES IT DIFFER FROM GRADE 1?"**

The term Grade R will be used uniformly to mean the year before entering Grade 1. This term will replace all current terms in use such as Grade O, Pre-primary class etc.

The National Policy: Education White Paper 5 (21 October 2001) on Early Childhood Development promulgated in terms of the National Education Policy (ACT 27 of 1996) requires that by 2010 most of the "five-turning-six year olds" would be accommodated within primary school-based reception year programmes. (paragraph 6.1.3.)

The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statements (CAPS) start from Grade R and thus Grade R forms an integral part of the Foundation Phase and should not be isolated from it. There are however, differences which make Grade R unique from the rest of the Foundation Phase (Grades R – 3) and these are:

Grade R	Grade 1
Not yet compulsory	Compulsory in the year that a child turns seven
Follow a Daily Programme with: • Free play activities (Inside and/or Outside • Routine Activities Education Guided Activities three subjects: ❖ Home Language ❖ Mathematics ❖ Life Skills-being comprised of: Beginning Knowledge, Creative Arts, Physical Education, Personal and Social being	Follow a timetable with four subjects: • Home Language • First Additional Language • Mathematics • Life Skills, being comprised of Beginning Knowledge, Creative Arts, Physical Education, Personal and Social being
Classroom layout: Informal play areas and open-plan areas	More structured classroom layout with desks

(no desks in rows – just groups of tables and chairs)	

2. QUESTION: **“WHAT IS THE ADMISSION AGE FOR A GRADE R LEARNER?”**

Act 50 of 2002: Education Laws Amendment Act 2002, Section 5 of the South African Schools Act, 1996, amended by the substitution for subsection (4) of the following subsection:

The admission of a learner to a public school:

(i) Grade R is age four turning five by 30 June in the year of admission.

(ii) Grade 1 is age five turning six by 30 June in the year of admission.

A parent can send their child to Grade 1 at the age six turning seven. (Media Statement by National Department of Education – 2 August 2004). When learners are admitted to a Grade R class, great care should be taken to ensure that:

- learners are of the correct age
- community-based sites do not send learners to a Grade R class at too young an age
- public schools do not accept learners to a Grade R class at too young an age
- a birth certificate and immunization record card be submitted as proof of the child’s age (this is required for admission – a copy to be kept on file.)

The Grade R teacher will thus have to work out Work Schedules and Lesson Plans for participants turning five/six years old in her/his class.

3. QUESTION: **“WHAT IS MEANT BY A PRE-GRADE R LEARNER?”**

A Pre-Grade R learner is one who is younger than four years and six months of age.

4. QUESTION: **“WHAT ARE THE REQUIREMENTS PERTAINING TO QUALIFICATIONS OF GRADE R TEACHERS IN PUBLIC SCHOOLS?”**

Gauteng Department of Education recommends that the qualification for a Grade R practitioner/teacher is a Senior Certificate (Grade 12) and an ECD NQF Level 5 Core

Unit Standards. By 2014 all practitioners should have an ECD qualification equivalent to REQV 13 and by 2019 all Grade R practitioners must have an REQV 14 qualification in ECD/Foundation Phase.

5. QUESTION: **<u>"WHAT SCHOOL CALENDAR SHOULD BE FOLLOWED FOR GRADE R?"</u>**

The same calendar that is prescribed for primary schools in Gauteng Province.

6. QUESTION**<u>: "SHOULD GRADE R LEARNERS WEAR SCHOOL UNIFORMS?"</u>**

Schools are free to determine their school uniform requirements. Grade R learners need to wear comfortable clothes as they play, climb, paint etc. Some schools have comfortable tracksuits, takkies, T-shirts and shorts as a uniform for Grade R learners.

7. QUESTION: **<u>"WHY IS THE NOISE LEVEL COMING FROM THE GRADE R CLASS HIGHER THAN THAT FROM THE REST OF THE FOUNDATION PHASE?"</u>**

In Grade R, learners LEARN THROUGH PLAY. There will be quiet times, but when learners are busy with interaction or with Free Play activities or Outdoor Play, and they participate actively, there will be a certain amount of noise. If children are playing inside or outside (Free Play) it does not mean that teaching and learning is not taking place. The Grade R teacher is busy assessing whilst she is observing the learners 'playing'.

8. QUESTION: **<u>"WHAT SHOULD THE GRADE R CURRICULUM AT PUBLIC SCHOOLS,</u>**

<u>FREE STANDING PRE-SCHOOLS AND COMMUNITY-BASED SITES ADDRESS?"</u>

8.1. Curriculum offered at public schools, free-standing pre-schools and community-based Grade R sites must be in line with the principles of the National Curriculum Statements and Curriculum and Assessment Policy Statements (CAPS). This includes assessment, record keeping and reporting, screening for early identification and support.

ALTHOUGH GRADE R IS PART OF THE FOUNDATION PHASE, THE GRADE R CURRICULUM IS NOT A DOWNWARD EXTENSION OF GRADE 1

8.2 The Grade R curriculum prescribed in the National Curriculum Statement and detailed in CAPS will apply. Learners should be given opportunities to ***learn through play***.

8.3. **NO FORMAL HOMEWORK IS PERMISSIBLE IN GRADE R** – 'Homework' should be in the

form of a message book (as needs of communication) requesting parents to:

- Send resources e.g. cereal boxes, toilet rolls etc. to school
- Read stories to the learners at home
- Listen to their children counting, reciting a new rhyme or poem, etc.

9. QUESTION: **<u>WHICH DOCUMENTS/ POLICIES/CIRCULARS/GOVERNMENT GAZETTE SHOULD BE IN THE SCHOOL?</u>**

- Gauteng Department of Education Minimum LTSM Package document for Grade R
- National Curriculum and Assessment Policy Statements (CAPS) Grades R - 12
- National Curriculum Statement Policy Documents Grade R to 12
- National Policy Pertaining to Programme & Promotion Requirements of National Curriculum Statements Grades R – 12
- Education White Paper 5 on ECD (21 October 2001)

- Education White Paper 6: Building an Inclusive Education System 2001 and Operational Guidelines published to date
- The Admission Age Policy: No 84 of 1996 South African Schools Act
- Amendment of Section 5: The Admission Age of Learners into Public Schools
- National Education Policy Act 1996: National Policy on HIV/AIDS for learners and Practitioners
- Application forms with personal details, history of the learners
- Copies of birth certificates -very important to establish correct admission age
- Copies of immunization certificates
- Basic Conditions of Employment Act
- Circular 33/2010
- MRTEQ National Qualifications Framework act 67 of 2008 Teachers' Education Qualifications
- SA SAMS Circular 3 of 2016.

The Outdoor Learning Environment

Do not have Outdoor Play at the same time as the break times of the rest of the school. It is very important for Grade R learners to preferably have their own play area separate from the rest of the school, but ideally attached to their classroom. Such a class should be situated in a position where the noise level will not affect the rest of the school. Outdoor Play needs to be supervised at all times and structured activities need to be provided for Outdoor Play.

The Outdoor Play area is used for activities such as:

• Running • Hopping • Swinging • Sliding • Climbing and crawling • Catching • Throwing	• Woodwork • Wirework • Block Play • Gardening • Senso-pathetic play (water, sand, mud)

• Kicking	

Syllabus coverage and SBA

- **Syllabus coverage (SC) and School-based Assessment (SBA)** completion must be reported on per cycle after verification: Practitioner to HoD to Deputy Principal to Principal before submission to the District Office.
- There should be a **catch-up plan** for any backlog identified through the verification process.

ASSESSMENT IN GRADE R

What is assessment?

- Assessment is the **process** of **gathering** and **interpreting evidence** to **make judgements about student learning.**
- **You cannot assess what you have not taught.**
- Assessment is the **link** between **content, teaching and learning activities**.
- Assessment is **used by learners and their teachers** to assess **where the participants are** in their learning, where they **need to go**, and **how best to get there.**
- **The purpose of assessment is to:**
  - improve learning
  - inform teaching
  - help learners achieve the highest standards they can
  - provide meaningful reports on learners' achievements.

How is assessment done in Grade R?

- Assessment is mainly done through observation.
- The Grade R teacher must have the following tools for assessment:
  - Observation book (to be used daily).
  - Recording checklists per subject.
  - Holistic rubrics.

Grade R teachers are expected to:

- Have both assessment policies – the National Protocol for Assessment Grades R–12 (NPA) and the National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R–12 (NPPPPR) – in his or her assessment files.
- Use checklists and holistic rubrics for assessment (CAPS requirement).
- Record observations in an observation book and transfer these to the checklists.
- Use the level descriptors to record performance.
- Give learners more than one opportunity to achieve before determining the final assessment.
- Institute checklists that cover all components of language, the content areas of Mathematics and the study areas of Life Skills.
- Use a perceptual skills checklist which is the core of all Grade R work.
- Provide support for those learners in need.

REPORT CARDS

A report card is an official document that is used to give feedback to parents on the achievement of learners.

Formal report cards should be sent to parents once a term. The report cards must provide a clear, holistic picture of the learner's achievements in the different subjects.

Schools should ensure that there are no errors, erasures or corrections that will compromise the legal status of the report cards. The school management team is responsible to ensure that reports issued to learners do not contain any errors.

Learner performance for a term should be reflected on the report card for that term.

The end-of-year report card should indicate cumulative learners performance for the year.

Comments should provide more information on the strengths and developmental needs of the learners.

Report cards should include information in the following essential components:

Personal details: Name of the learner, grade and class of the learners, date of birth, school attendance profile.

Official school details: Year and term, name of the school, date, signature and comment of parent or guardian, teacher and principal, dates of closing and opening of school, school stamp, explanation of the codes of the national coding system.

Performance details: A national code and /or a percentage indicating the level of performance per subject and a description of the strengths and developmental needs of the learner.

Constructive feedback: The feedback should contain comments about the learner's performance in relation to his or her previous performance.

A report card may be produced electronically or manually using different styles preferred by the school but should contain all the information mentioned in this sub-section.

Schools should not accept report cards with errors from other schools. Once a fraudulent report has been identified, the matter should be reported to the principal of the affected school and to the District and/or Provincial Department of Education offices.

The parents or guardians have the right of access to their children's report cards.

SCHEDULES

Schedules should be completed four times a year on the SA SAMS template.

The schedule is a quarterly record which provides a summary of the progress of all learners in a Grade in a school.

The school may store this information manually or electronically.

The end-of-year schedule is a compilation of learner performance across all four school terms.

Copies of the end-of-year schedules should be kept at the District Office.

Schedules should be completed four times a year.

MAIN DIFFERENCES BETWEEN GRADE R AND GRADE 1	
GRADE R	**GRADE 1**
TEACHING AND LEARNING • Informal • Physical experience, movement and play	**TEACHING AND LEARNING** • Formal • Shift towards cognitive development
DAILY PROGRAMME • Not structured into periods (Mathematics, Languages and Life Skills integrated) • Teacher guided activities, routine activities and structured free play activities	**TIME TABLE** • Structured into periods (4 Subjects) • Specific time allocation into 4 Subjects
CLASSROOM Divided into learning, play and work areas • A chair per learner • ± Six tables • Theme table • Fantasy Area for role play • Book/Reading corner • Construction/Block/Educational Area • Creative Art Activity • Space for large group activities(Carpet) • Shelves for storage	**CLASSROOM** • A chair per learner and one table for 2 learners • Tables and chairs arranged in such a way to allow learners to look at front of class- sometimes arranged in groups • Table and chair for teacher • Bookshelves or tables for reading corner • Carpet for informal discussions and activities
PLAYGROUND • Own play area separate from rest of school (or use grounds when the other children are in class) • Safely secured	**PLAYGROUND** • Part of the rest of Foundation Phase playing fields

ACTIVITY 4: ROUNDING-OFF: KNOWLEDGE ON GRADE R POLICY, SYSTEMS, PROCESSES [Individual Activity]

Time: 65 minutes (45 minutes- reading and group presentation; 20 minutes plenary discussion) [Time limit does not apply to this activity]

Resources: Participant guide, Foundation Phase CAPS Policy Statements

The aim of Activity 4 is gauge the participant's general pedagogical knowledge (that is, knowledge of: Grade R learners, how Grade R learners learn, CAPS curriculum and general instructional and assessment strategies inclusive of how to present concepts, methods of teaching and assessment, NQFA, 2015:10).

To demonstrate competence in the above, refer to the CAPS Policy for the Foundation Phase-Grade R when answering the following questions. Submit your response to your facilitator on Microsoft Word.

4.1. On a scale from 1-5, with 1 being "really poor", 2 being "poor", 3 being "average", 4 being "good" and 5 being "very good"; how would you rate your current knowledge regarding the entire Grade R learning environment. Your rating should shed information on your knowledge of:

4.1.1 CAPS Policy: Grade R ___________________

4.1.2 Teaching methodology: Grade R ___________

4.1.3 For each of the above self-ratings (4.1.1 & 4.1.2), please justify why you feel this way about your current Grade R knowledge. [The length specification for this task is unprescribed]

4.1.4 In instances where you have rated yourself either "1", "2" or "3" for questions 4.1.1-4.1.2 above, provide a quick "crash course plan" which shows how you aim to self-bridge this CAPS knowledge/content gap within the next 3-6 months. You can align this development need to your IQMS Personal Growth Plan (PGP). Also use this opportunity to identify what holistic development you require in leading and managing the Grade R learning environment.

Remember what the Personnel Administrative Measures PAM (2016) expects of an HoD:

"To provide and co-ordinate guidance: 3.2.4.1 On the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned. 3.2.4.2 On syllabi, schemes of work, homework, practical work, remedial work, etc."

4.2 I still require clarity on the following **areas** specific to Grade R systems, policies, procedures, methods:

1.
2.
3.
4.
5.

Be sure to complete and submit your online post-assessment on Unit 1: (True/False)!

UNIT TWO:

UNDERSTANDING A COMMUNITY OF PRACTICE (COP)/ PROFESSIONAL LEARNING COMMUNITY (PLC)

Overview of Unit Two

Unit Two is a brief introduction to the concept “CoP/PLC”. Relatedly, it is important for the participant to become au-fait with this professional learning mechanism as participants are expected to emulate this working style while navigating this learning programme. It is hoped that participants will understand the value of CoPs/PLCs and will further adopt this style when leading/managing teachers within their respective departments back at their schools.

Learning Objectives

By the end of this Unit, participants should be able to:

- Explain the benefits of CoPs/PLCs in relation to problem-solving.

Learning Outcome

- Application of CoPs/PLCs principles must be evident when engaging problem-solving tasks related to the participants’ workplace.

ACTIVITY 5: CoPs/PLCs [Individual Activity]

Time: 120 minutes (8 minutes watching videos; 15 minutes class discussion on videos; 50 minutes reading and compilation of presentation; 47 minutes presentation and class discussion) [Time limit does not apply to this activity]

Resources: Participant guide, laptop, internet access

Activity 5.1: In your own time and prior to next online session, play the following 3 video-clips on CoPs and respond to the questions below [submit your responses as a Microsoft Word document]:

Video-clip Name	Length of Video-clip
Community of Practice	2:24 (that is, 2 minutes and 24 seconds)
What is a Community of Practice?	2:58

Creating Communities of Practice	2:40
Total playing time	**7.22**

After watching all 3 video-clips, please respond to the following questions:

- What are the main reasons for forming CoPs?
- What is the link between CoPs and problem-solving?
- What type of inter-personal relationships are needed if CoPs are to function optimally?
- What role can the F/Phase HoD play in promoting CoPs as a problem-solving tool?

Activity 5.2: Let's try to learn more about CoPs/PLCs:

5.2. Use any search engine (e.g. Google, MSN, Yahoo) to find literature (minimum 3 sources/articles) on CoPs; **and/or** refer to the reading pack at the back of this booklet (page 124 onwards) for source material on CoPs [submit your responses as a Microsoft Word document]:

5.2.1 What are PLCs/CoPs?

5.2.2 How to set-up PLCs/CoPs;

5.2.3 How to maintain PLCs/CoPs;

5.2.4 Limitations of PLCs/CoPs;

5.2.5 Benefits of PLCs/CoPs to problem-solving/learning/school improvement/development.

5.2.6 Consolidate the key components for 5.2.1 to 5.2.5 above in a Word document. This will be shared with your learning group during your online session. Your response must focus on **how CoPs/PLCs can support problem-solving within the Grade R learning environment**.

ONLINE DISCUSSION

Name of HoD being assessed: ______

After listening to the presenter/s, mention 3 facts/ideas on CoPs that you learned from the information presented:

Facts/Ideas which I learned from presenting HoD on CoPs":

These are the following questions/comments related to "CoPs/PLCs" which I would like to pose to this online group:

Question/Comment 1:
Question/Comment 2:
Question/Comment 3:

In closing Unit 2: [Provide your individual response as part of your Microsoft Word document]

- Have you bought into the idea of using CoPs/PLCs within your Foundation Phase?
- What are some of the implementation problems you foresee in using CoPs/PLCs within your Phase? How can you overcome these implementation problems to the use of CoPs/PLCs?

FINALLY, complete and submit your post-assessment on Unit 2!

UNIT THREE: THE LEADERSHIP-MANAGEMENT PUZZLE

Overview of Unit Three

Unit Three presents basic information on the constructs of "leadership" and "management" in relation to the role played by middle managers. It does not provide a comparison of different leadership theories. Instead, this learning programme is anchored in the principles of Collaborative Leadership which is considered a core determinant for effective Communities of Practice (CoPs).

Learning Objectives:

By the end of this Unit, the participant will be able to:

- Explain the concepts "leadership" and "management";
- Differentiate between the concepts of leadership and management;
- Apply leadership and management techniques to Grade R context-related problems.

Learning Outcomes:

At the end of this Unit, learning will be demonstrated:

- When participants can apply both of leadership and management principles to Grade R related matters collectively strategizing ways in which a problem can simultaneously be addressed through leadership and management principles.

ACTIVITY 6.1: Video-clip

Time: 20 minutes (6.01 minutes video-clip and 14 minutes class discussion) [Time limit does not apply to this task]

Resources: Laptop/device, data and internet access, video-clip

In your own time and prior to next online session, play the following video-clip on Leadership and Management and respond to the questions below [submit your responses as a Microsoft Word document- length of your submission is unprescribed]:

Video-clip Name	Length of Video-clip
Leadership and Management. What's the Difference	6.01

Total playing time	**6.01**

After watching this video-clip respond to the following question:

- Is being a “leader” or a “manager” more appropriate for the Foundation Phase HoD? Explain your response.

ACTIVITY 6.2: Leadership and Management Classification [Individual response]

Time: 20 minutes (10 minutes for individual work; 10 minutes for correct responses)

Resources: Participant guide; correct responses [Time limit does not apply]

Now, complete the following leadership-management puzzle by selecting and placing the different constructs from the box below into the appropriate column in the table entitled “Managing” and “Leading”. Please note that each construct is separated by a semi-colon (;)

Asks “why?”; plan, organise, coordinate; administration; a long-term perspective (visionary); focuses on people; maintains/complies; do things “right”; asks what and why?; innovation; relies on control (positional authority); asks “how” and “when?”; challenges/develops; a short range view; focuses on systems and structure; inspires trust (an authority, is competent); focuses on the future (what is the bigger purpose of what we are trying to achieve?); do the “right” things; focuses on the present (what we want to achieve now); implementation focused; inspire, influence, motivate **MY RESPONSES** [To be submitted as part of your Microsoft Word document responses]	
Management	**Leadership**

During your online discussion, your facilitator will offer HoDs in your group the opportunity to share their individual responses with the broader online forum. Finally, your facilitator will flag the correct responses on the screen and/or email this to you. See how you faired!

ACTIVITY 6.3: DIFFERENTIATING BETWEEN LEADERSHIP AND MANAGEMENT IN RELATION TO FOUNDATION PHASE HoD's RESPONSIBILITIES [Individual response]

Time: 45 minutes: (10 minutes reading; 15 minutes group work; 20 minutes class discussion) [Time limit does not apply.]

Resources: Laptop/device

This is perhaps a good time as any to orient your thinking within the constructs of leadership and management. One of the questions often asked by School Management Team (SMT) members is, "I am a member of the school **"Management"** Team - where does **leadership** fit into this?

After reading the **3 text clippings** below from different sources, submit a written response using Microsoft Word [During your online discussion, your facilitator will offer HoDs in your group the opportunity to share their individual responses with the broader online forum]:

6.3.1 Tabulate the main differences between "Leadership" and "Management" to show your understanding of this puzzle. Also show where these two concepts may overlap.

6.3.2 What percentage of your routine HoD functions fall within "leadership" versus "management"?

6.3.3.1 Do you see yourself currently functioning as a leader of the Foundation Phase? Yes/No: Justify your response.

6.3.3.2 If you answered "No" in Question 6.3.3.1 above, would you want to become more of a leader in the Foundation Phase? **Yes/No**. To that end, what will help you move closer towards leadership within the Foundation Phase?

6.3.4 Are there elements from the 3 sources below on "Leadership" and "Management" which you **do not agree** with? Provide reasons for disagreeing with content from the different sources.

Source 1:

Contemporary management gurus state that there is a clear difference between leadership and management. Leadership is the process by which an individual determines direction, influences a group and directs it toward a specific goal or organizational mission or vision. It is the capacity and the will of a person to rally men and women to a common purpose and the character which inspires confidence. The leader, because of his/her actions, inspires or influences people to perform. Leaders set the direction of their followers; they seek to transfer their vision, shape the culture and facilitate decisions.

Conversely, management exercises executive, administrative, and supervisory direction of a group or organization. The manager has the right to direct activity by virtue of the authority of the post. Managers plan the work of their juniors; they detail the objectives and make the decisions. While it is ideal for a manager to also be a leader, some managers do not lead, and some leaders are not managers. Common thinking surmises that you manage things but lead people. Leadership is essential within an organization, as there are people and teams that need to be directed and their potential harnessed for the organisation to be successful.

(Source:http://www.nationnews.com/nationnews/news/27065/leadership-management-conundrum)

Source 2:

A manager who cannot lead will eventually run out of steam, while a leader who does not spend adequate time and effort on the activities of planning, organising and controlling, will ultimately run out of control and stop being functional. What is better for the organisation – for you to be a Manager or a Leader? Whenever this question has been posed in the multitude of workshops conducted by Louis Allen International, the response has been, overwhelmingly, in favour of "Leader". We are obsessed with the idea of "being a leader and practicing leadership" being the best way to move ahead in an organisation. By shining the spotlight on a single person, leadership becomes part of the syndrome of individuality that is sweeping our world and undermines the team and the overall organisation.

The debate about whether managers and leaders are different has been going on since the late 1970's. While some have assumed that leadership is better than management others take it to be the replacement for management. John P Kotter, a Harvard Business School professor, proposes that, while management and leadership are different, they complement each other; that in our changing world, one cannot function without the other. Managers, he says, promote stability while leaders press for change. Only individuals that embrace both will succeed in an, increasingly, complex and turbulent and changing world. The challenge one faces is to combine strong leadership and strong management **in the same person**, and use one to balance the other. Once the differences between the two sets of skills are understood, the task will be to develop people to provide both leadership and management in an integrated manner. The two different functions – coping with complexity and coping with change, shape the activities of management and leadership.

Complexity is managed, first, by Planning – setting targets and goals for the future, establishing the detailed steps for achieving those targets and then allocating the resources to achieve the plans. In contrast, leadership for change begins by setting a direction – developing a vision for the future, Missions that will bring about the reality and the strategies to achieve it.

(Source:https://www.peoplematters.in/article/employee-engagement/management-and-leadershipconundrum71?utm_source=peoplematters&utm_medium=interstitial&utm_campaign=learnings-of-the-day)

Source 3:

Business people and business theorists love to draw distinctions between management and leadership. They tell us that "managers do things right; leaders do the right thing" and "management is administration, but leadership is innovation."

Management, we seem to think, is what we *need* to do, but leadership is what we *want* to do. For example, interviewees often mentioned the character of the leader and the positive effects that her *character* and behaviours can have on her followers. When talking about management, they focused on the *behaviours* of the manager in terms of the objectives of efficient delivery of performance and the successful achievement of results. Moreover, management behaviours dominantly centre on the manager: gaining trust, being accountable, being optimistic, being visible, and providing recognition and reward. Leadership behaviours focus on the staff: trust people, engage people, motivate and encourage people. Attitudes toward delegation and development make this distinction even clearer. "Managers" delegated largely as a way to increase efficiency; "leaders" delegated as a way to empower their juniors.

Even when talking about their own self-improvement, the view of "managers" is that they're more focused on themselves and on results, while "leaders" are more other-focused. Specifically, managers were described as focused on autodidactic improvement (i.e., practicing patience, doing self-reflection, having realistic expectations), whereas leaders were described as learned from other people (e.g., through gaining feedback or having mentors).

These conversations made clear to me that we think of managers having a different focus from leaders. And yet this distinction blurs significantly when we look at the daily activities of these people in charge. The majority of the activities described were very similar, or even identical — delegating, learning, motivating, and so on.

So, are leadership and management different *in practice*?

I'd suggest that they aren't that different in terms of how they actually play out in organizations. Certain behaviours and activities are common to the effective demonstration of both leadership and management. The crucial difference – maybe the only difference — is the focus of the person carrying them out. Focus more on people and you'll demonstrate

leadership, more on results and you'll perform management; but what you're actually *doing* may not be that different. (Source: https://hbr.org/2016/06/do-managers-and-leaders-really-do-different-things)

ACTIVITY 6.4: COMBINING STRONG LEADERSHIP WITH STRONG MANAGEMENT

Time: 25 minutes: (15 minutes group work; 20 minutes class discussion) [Time limit does not apply]

Resources: Laptop/device

"***The challenge any Foundation Phase HoD faces is to combine both strong leadership and strong management within her/himself".***

Refer to the Foundation Phase HoD's developmental needs provided on pages 90-91 (Tables 4&5): Select any 2 items from the two tables and show how you will **simultaneously "lead" and "manage**" each of these aspects. Remember to use the management and leadership constructs which you worked through in activities 6.1 to 6.3 when completing this activity. Complete this task using the template provided below.

You will be required to share your response on this activity to the rest of learning group. This activity will be peer reviewed by your learning group during your online discussion.

Table 2: Leading and Managing Grade R Matters

Item from development survey	**Managing it….**	**Leading it….**	**"How" will you lead on this aspect**
e.g. Barriers to learning	-Provide a meeting schedule -Set-up LSEN committee	-Motivate Grade R staff to see the value in correctly identifying	-e.g. Show a YouTube video on dire teaching

	-Conduct data analysis of participants with special needs -etc…..	learning barriers as early as possible -Set clear goals with the Grade R practitioners regarding supporting participants with barriers to learning -Lead by example….demonstrate how barriers to learning are identified in own class -Etc……	circumstances in Grade R -Invite a motivational speaker from challenging Grade R learning environment -Etc….

ONLINE DISCUSSION

Time: 25 minutes discussion on group presentation [Time limit does not apply]

Resources: Participant guide

Name of HoD assessed: ____________________

Respond to the following questions as part of your written submission:

- Did the presenting HoD use the leadership and management principles from Activities 6.1 to 6.3 to show how s/he will simultaneously lead and manage problems specific to the Grade R learning environment? Justify your response.
- Give 2 facts/ideas which you have learned from this HoD's presentation:

____

- This HoD's area(s) for improvement regarding his/her understanding of "leadership" and "management" is/are:

  ____

- These are the following questions related to "Leadership" and "Management" which I would like to pose to the online group:

Question 1:
Question 2:
Question 3:

ACTIVITY 6.5: LET'S COLLECTIVELY TACKLE THE PROBLEM OF "NO TIME"

Time: 40 minutes (10 minutes data collation; 15 minutes response to questions; 15 minutes presentation of practical solutions) [Time limit does not apply]

Resources: Pre-PoE, Participant guide, laptop/device

Both the survey data and focus group discussion data which were collected as part of the analysis phase for this programme corroborated the finding that "Foundation Phase HoDs have no time to supervise Grade R". It is highly unlikely that any training course or textbook will provide you with a direct answer or a solution to this problem— as contexts vary.

Now focus on **Number 10 of the Pre-PoE Checklist** "The number of "admin"/ "free" periods you have during a Monday-to-Friday work cycle. Plot this information into the table below:

Table 3: Number Admin/Free Periods: "Myself" [Your facilitator will email you a consolidated group response which was collected at the pre-PoE stage of this programme. The consolidated group data must be used when responding to questions 6.5.1 to 6.5.5 below]

Group member's names	**Type of school (e.g. Township, Ex-Model C, Rural, Farm, Inner-city)**	**The number of "admin"/ "free" periods I have during a Monday-to-Friday work cycle (Provide the number of free periods in minutes).**
e.g. Mirriam Zwane	Ex-Model C	60 mins (2 periods)

6.5.1 On any work week (Monday to Friday), on average, how many "admin/free" periods do the participants of your learning group have?

6.5.2 What does the data in 6.5.1 above tell you about the "free" time available to a Foundation Phase HoD?

6.5.3 Is/Are there any participant(s) in your group who ***(*NB- State the actual number of participants)***:

> 6.5.3.1 Has/Have zero (0) "admin/free/minutes" periods on any work week (Monday to Friday)?

6.5.4 How can this data on "admin/free" periods be used to understand the reality of Foundation Phase HoDs' regarding time availability to effectively lead and manage the Grade R learning environment?

6.5.5 Now suggest practical ways whereby you can *"find"* time within your Monday-to-Friday work cycle which can be used to provide supervision of the Grade R learning environment.

ONLINE DISCUSSION

Resources: Individual presentations/reflections

Within your online learning group, engage a discussion on:

- The role the School Management Team (SMT) plays in assisting the Foundation Phase HoD in Leading and Managing Grade R –with specific focus on 'finding time'.
- What are your views on the "practical" suggestions listed above in 6.5.5 (as shared during different online HoDs' presentations)?
- Which suggestion from 6.5.5 above is more of a "pie-in-the-sky"? Motivate why you feel this way?
- Provide constructive advice on how each of the presenting group/HoD can improve the practicality of their suggestions on 'finding time' to supervise the Grade R learning environment.

6.6 BACK AT THE WORKPLACE: ROUNDING OFF UNIT THREE

Please Note: Your facilitator would have provided you with his/her email address and contact numbers at the first contact session. Should you have any queries related to the completion of the "Back at the workplace" activities, please feel free to contact your group's facilitator in this regard.

For this workplace activity, refer to item 28 from your Pre-PoE (detailed list of problems). Use the template above (pg.77) from "Table 2: Managing and Leading Grade R Matters" to show how you plan on managing and leading some of the problems you experience as the HoD of the Grade R learning environment at your school within the 2020 academic year. Once again, you **must** use the leadership and management principles mentioned under activities 6.1 to 6.3. Please be prepared to share your responses to this activity with your group during your online session.

FINALLY, complete your post-assessment on Unit 3

UNIT FOUR: COLLABORATION

"Collaboration is the new innovation of the 21st Century" (Microsoft Exchange Seminar, 2018)

Overview of Unit Four

This Unit provides the participant with the opportunity to self-understand the fundamental components of collaborative leadership and its benefits to creating effective teams or communities of practice (CoPs) for self-problem solving.

Learning Objectives

By the end of this Unit, the participant should be able to:

- Explain the fundamentals of collaborative leadership; that is, explain how collaboration differs from a silo-approach to leading and managing the Grade R learning environment;
- Self-reflect on her/his current leadership and management style identifying behaviours and practices which do not support a collaborative working ethos;
- Use information from self-researched and/or provided texts on collaboration mapping it onto their Foundation Phase context;
- Recommend practical ways in which the Foundation Phase HoD can use the principles of collaborative leadership to shift their Phase towards team-driven mind-sets.

Learning Outcomes

- Produce a plan on "entrenching collaboration" showing how the Foundation Phase HoD will strive towards building a collaborative ethos in her/his department through carefully selected measurable actions;
- Develop a personal growth plan (or align to the existing IQMS PGP) which identifies collaborative leadership areas for improvement to be actioned and measured during the 2020 academic year.

ACTIVITY 7: VIDEOS ON COLLABORATIVE LEADERSHIP

Time: 25 minutes (10 minutes video-clips; 15 minutes discussion) [Time limit for this activity does not apply]

Resources: Participant guide, laptop/device, internet connectivity

Watch the following 4 video-clips on Collaborative Leadership:

Video-clip Name	**Length of Video-clip**
What is Collaborative Leadership?	2:51
Harvard Business School's Linda Hill: How Collaborative Leadership Delivers Sustainable Innovation?	2:58
Leadership and Effective Collaboration	3:21
Agility, Collaboration, Innovation: Foundations for Attacking Wicked Problems	1:09
Total playing time	**9.39**

Capture the salient points from each video-clip as applicable to "collaboration; collaborative leadership, innovation, problem-solving, other interesting aspects". Thereafter, on an individual basis, compile and submit responses to the following questions:

- Why is collaborative leadership becoming so popular in the 21st century?
- How collaborative is the culture or working relationships amongst the members of your Foundation Phase ***(example "very collaborative"; "slightly collaborative"; "not at all collaborative")***? Justify why perceive the working relationship amongst the members of your Foundation Phase to be this way?
- What is the relationship between collaborative leadership, CoPs and problem-solving- preferably within the Foundation Phase?

ACTIVITY 8: GAINING A DEEPER UNDERSTANDING OF COLLABORATION [Individual activity]

Time: 90 minutes (45 accessing and reading online documents; and group discussion, 25 minutes compiling a presentation; 20 minutes class discussion) [Time limit for this activity does not apply]

Resources: Laptop/device, internet access, participant guide

Let's gain a deeper understanding of the concept "collaboration" from a leadership and management point of view. To achieve this, read as many internet-searched sources (and/or the sources provided in your reading pack- see page 125 onwards of this booklet) on "collaboration"; "collaborative cultures"; "collaboration and leadership" etc.

[Complete 8.1 to 8.3.5 below as written submission. The length is unspecified]

8.1 According to the literature which you read, list the **differences in working relationships experienced** amongst "teams", "groups", and "community"?

8.2 What are the main attributes of collaborative teams/cultures/communities?

8.3 Map the attributes of collaboration from 8.2 above onto your Foundation Phase at your school:

> 8.3.1 Is your Foundation Phase currently more of a "group", "team", or "community"? (Consider this response against your responses for 8.1. and 8.2 above). Justify why you believe this to be the case using the literature read on collaboration.
>
> 8.3.2 What type of mind-set is evident of people who live and/or work as a "community of practitioners"?
>
> 8.3.3 How can you shift your department from a "Phase" to a "Community" mind-set?
>
> 8.3.4 What are some of the obstacles which may prevent you from shifting your Foundation Phase from a "Phase" to a "Community" mind-set?
>
> 8.3.5 Suggest tangible ways in which you can overcome some of these obstacles to collaboration at your school. At a minimum, ensure that you provide an **action plan** ***covering "what", "who", "when", "how", "how will***

you know if the "what" has been achieved", and "resources needed". You are free to create your own format/template which must be used for the design of your action plan. If you are uncertain of a template, remember to also use the internet as a source of reference.

ONLINE DISCUSSION

(Your facilitator will select HoDs from your learning group to present/reflect on Activity 8)

- Give 3 facts/ideas that you learned from the presenting HoDs:

  ____

- This/These HoD(s) area for improvement is/are:

  ____

- These are the following questions related to "Collaboration"; "Collaborative Leadership"; "Collaboration and CoPs" which I would like to pose to this online group:

Question 1:
Question 2:
Question 3:

- Why is it difficult for school-based staff to become more collaborative in their working relationships with one another?

Let's round-off this activity with the following video on "Community":

Video-clip Name	**Length of Video-clip**
What is community?	1.19
Total playing time	**1.19**

- What, from this video-clip, resonates for your Foundation Phase in relation to the bond shared amongst your teachers/practitioners?

ACTIVITY 9: "COLLABORATION WON'T JUST HAPPEN- IT HAS TO BE NURTURED" [Individual and online group activity- 9.2]

Time: 60 minutes (15 minutes illustration and seating style discussion; 10 minutes reading article; 20 minutes discussion and compiling presentation; 15 minutes class discussion) [Time limit for this activity does not apply]

Resources: paper, pens, cell phone with camera

[Be prepared to share your individual responses to questions 9.1 to 9.7 with the rest of your group during your online discussion session]

9.1 Reflect on the seating arrangements for the individual department meetings which you hold at your school: Describe the manner in which the Foundation Phase teachers are seated during your respective Phase meetings. Draw diagrams to illustrate this. [The nature of your drawings/diagrams is unspecified; however whichever method you choose (e.g. drawing by hand and/or electronically), you must be able to share this during your online discussion.]

9.2 [Your facilitator will coordinate this data; thereafter as a **group**, respond to] How many of the learning group members described a cinema-style seating arrangement compared to those who described a non-cinema style arrangement? Provide this response as a percentage.

9.3 What are the benefits of a **non-cinema style** seating arrangement for meetings?

9.4 Explain the impact of a cinema-style seating for meetings on the flow of ideas/conversation.

9.5 Now read the following article by Carol Kinsey Goman (2018) entitled ***"Want Collaboration? Watch Where You Sit?"*** Thereafter, complete the task below this article.

> In most of the meetings you attend or lead, the seating arrangement may not be an issue. But if you are designing a collaborative session, it can make a big difference. I'm not suggesting that you use place cards for attendees, but you should be aware that strategic positioning is an effective way to obtain cooperation – and that neglecting this dynamic can inhibit your collaborative goals.

Have you ever noticed that when two people sit at a table, they often choose chairs on opposite sides? This is automatically adversarial in terms of territory – the kind of seating arrangement that divorce attorneys and their clients typically adopt. Groups of people may also sit on opposite sides of a conference table and unwittingly divide into an "us" and "them" mentality. If you intentionally mix up the seating arrangements you can discourage the tendency to "take sides."

Sitting at right angles is the arrangement most conducive to informal conversation. Sitting side by side is the next best. This is important to remember if you want to foster personal ties between team members. The outcome of any collaborative effort is dependent upon well-developed relationships among participants. People are naturally reluctant to share information with others when they don't know them well enough personally to evaluate their trustworthiness. So if you notice that the same people are taking the same seats at every meeting, rearrange the seating to stimulate conversation and encourage new relationships to develop.

You might even try something unusual, like the leadership at Tata Chemicals did: "We experimented with a unique process during the integration meeting after one of our early M&A's where seating arrangement during employee integration made a positive difference. We arranged chairs in concentric circles, rather than in a theatre style or around a conference table that might have made one group seem dominant. This very subtle nonverbal communication was very powerful and ensured a feeling of equality among the managers from both the organizations. The participation level was much higher."

Remember, also, that there are two power positions at any conference table – the dominant chair at the head of the table facing the door and the "visually central" seat in the middle of the row of chairs on the side of the table that faces the door.

The unconscious impact of these seating positions is so strong that it can even help create leaders. For example, it's been noticed that people who sit at either end of the table in a jury room are more likely to be elected foreman and that persons in visually central positions (that mid-point previously mentioned), are also more likely to be perceived as leaders. In the jury scenario, choice of foreman is mainly about the symbolism of the head-of-the-table position, and with the central position, it is more about the power of eye contact: Because the person seated in this central location is able to maintain eye contact with the most group members, he or she will be able to interact with more people and as a result, will most likely emerge as the leader. (So, if you wanted to enhance the leadership credibility of a junior team member, it would be wise to seat him or her in one of these two positions.)

Choosing a dominant chair may be the most effective way for a leader to control the agenda or dominate the meeting, but it also stifles collaboration. When the leader takes this spot, ideas are then directed to him or her for validation (or rejection) rather than to the entire group. So, before your next meeting, think about the relationship you want to establish with team members. Then choose your seat accordingly: Sit at the head of the table or at mid-point on the side if you want to exert control, and choose any other position around the table if you want to state symbolically that you are an equal member of a collaborative team.

Which brings me to your office (if you are fortunate enough to have an office) and how seating arrangements there send their own messages of inclusion and exclusion.

Because you are a leader, you already have acknowledged status in your organization, but there are many ways your office can reinforce that status: You can occupy the largest (or the corner) room, have a picture window with a great view, or sit behind a massive desk (obstructing a visitor's view of your lower body). You can choose a tall chair with armrests, a high seatback that tilts, a swivel seat, and rollers for feet. You can then put the visitor in a smaller, lower, and fixed chair on the opposite side of your desk. You can even seat visitors on a low sofa across the room and place a coffee table in front of them. Arranging your office in this manner allows you to control the space between you and others, keeping them at a distance and in essence saying that you won't come to them – they must come (and only if invited) to you.

An office that projects power, authority, and status may be a key part of your nonverbal strategy to impress parents, colleagues or even officials– and I often advise clients to think of their office space as a symbol of their (and their company's) prestige. But when it comes to building collaboration within your organization, status cues like these can send a conflicting, distinctly unwanted message.

It's a small nonverbal signal - but if creating a collaborative culture is essential to meeting your department's objectives, then you might want to re-arrange your office furniture to reflect this. For example, instead of seating people directly across from your desk, place the visitor's chair at the side of your desk, or create a conversation area (chairs of equal size set around a small table – or at right angles to each other) and send signals of informality, equality, and partnership. You may be surprised at how this small sign of inclusion speak volumes.

9.5.1 Design a seating plan for the first meeting you will conduct at your school after this training- [Once again, the nature of your drawings/diagrams is unspecified; however whichever method you choose (e.g. drawing by hand and/or electronically), you must be able to share this during your online discussion.]

- Your seating plan must be suitable for a collaborative session;
- Highlight on your seating plan where you will be seated;
- Explain why you will position yourself there; and
- NB* You may present more than one seating plan based on the contextual realities of your school

9.5.2 Explain the logic behind the seating plan(s) you designed.

9.5.3 Explain ***how*** you will gauge, at your subsequent Foundation Phase meetings, whether/if this/these suggested collaborative seating arrangement(s) is/are working or not.

9.5.4 "You notice that the same people are taking the same seats at every meeting so you decide to re-arrange the seating to stimulate conversation and encourage new relationships to develop":

- 9.5.4.1 How will you go about explaining to your Foundation Phase team why you decided on re-arranging the seating set-up? In other words, how will you sell this idea without causing conflict amongst your Foundation Phase teachers?
- 9.5.4.2 Suggest practical ways in which you can change the seating arrangements between Grades 1-3 teachers and the Grade R Practitioners, thus developing closer professional relationships increasing participation and conversation during your meetings/discussions?

9.6 Supposing another HoD from your school asks you to observe and comment on the seating arrangement of her/his office. Your immediate observation leads you to conclude that her/his office sends a message of ‘power, authority and status’. What practical suggestions can you give to this colleague about re-arranging her/his office space to send a message of ‘informality, equality and partnership’, thus creating a non-threatening ethos?

9.7 Watch the video-clip on “Comfort Zones” and respond to the question below:

Video-clip Name	**Length of Video-clip**
Why your brain resists stepping out of your comfort zone?	6.41
Total playing time	**9.39**

- Take a minute to absorb what the presenter in the video had to share on “comfort zones”. It’s a deeply personal decision between “you-yourself-and you” to step out of your comfort zone(s). Are you ready to step into the “zone of discomfort” so that you may grow professionally? How will you know if you or the members of your Foundation Phase are stepping out of their comfort zones? What signs of behaviour change will be indicators of this transformation?

ACTIVITY 10: DESIGNING COLLABORATIVE SESSIONS WHEN NECESSARY [Individual activity]

Time: 30 minutes (10 minutes article; 20 minutes categorisation of problems) [Time limit for this activity does not apply]

Resources: Participant guide, laptop/device

[Be prepared to share your individual responses to questions 10.1 to 10.3.2 with the rest of your group during your online discussion session]

After reading the following column by Jennifer Leigh-Brown (2016) ***"Effective Collaboration: How to Design Work Sessions that Work"***, give the questions below a bash.

> UX teams know the value of collaboration, though the first step to creating productive meetings is understanding that not every challenge or problem your team faces *warrants* a group work session. An engaging and effective collaboration session requires more investment of time and resources from the manager and the participants. Discussions about project updates or communications for awareness are best left to emails, short stand-ups, morning briefings or spur-of-the-moment conversations. However, when there's a meaty challenge or problem to solve, designing an interactive meeting with cross-functional teams can lead to faster action and better outcomes. Situations that require input and consensus from diverse groups or a greater sense of ownership—whether it's a new policy or strategic planning—are the ones that will most benefit from investing in a collaborative session.
>
> Effective collaboration means allowing for time to plan, people to participate, and energy to engage, but returns ideas, ownership, and action. **Invest more when a team needs to get more.**

10.1 What is the main idea contained in Jennifer's column?

10.2 Now look at Tables 4 & 5 below: These two tables contain development needs gathered in August 2018 through survey data from fellow Foundation Phase HoDs across the Gauteng Province.

Table 4: Foundation Phase HoDs' Responses to Question 6 on Survey

Development needs of Foundation Phase HoDs from Grade R-specific survey
Lesson planning
Supporting/supervising practitioners/in-service development
Setting-up Grade R Class- different activities
Planning daily routines
Conducting class visits (number of visits per term)
Setting the timetable
Completing stats
Controlling equipment resources (resource management, development of T/L resources- LTSM)
Setting-up a budget (funding in Grade R, fundraising)
Supporting participants with barriers (inclusion, curriculum differentiation, managing diversity, intervention programmes)
Learning styles of Grade R participants (learning through play)

Placement at LSEN schools
Practitioner's file-contents (Table of contents- prep and assessment file)
Dealing with practitioners/participants/parents (difficult parents/interviewing parents; guidelines for meeting with parents)
School readiness testing
Filling ATPs/cycle reports
Presenting Physical Education; Science; Language; Music; Maths (lesson planning; skills development through T/L)
Effective Curriculum Management: Life Skills, Maths, Languages (CAPS requirements)
Monitoring Grade R Assessment (strategies and techniques, pre and post moderation, allocation of marks, ATP and SBA coverage)
Managing Grade R extra-curricular activities
Setting-up a management plan/time management for Grade R practitioners
Writing comments in participant's reports
Early identification test reports
Grade R practitioners and SASAMS
Equipment needed for Grade R
Leadership (skills) and management course (conflict management- between parents, colleagues, participants); stress management; marketing; time management; motivation and coaching, creating performing teams, managing workplace differences)
Need for more admin periods
Data usage for improvement
Computer Course (presentation skills)
Circular 2/2010- Code of Conduct
Unpacking the practitioners contract (role of assistants versus practitioners' role)

Table 5: Open-ended Responses from Survey

Open-ended
Time (more admin periods) /management to visit Grade R (full time teachers 8-2pm)
Excursion policy
ATPs for HL Zulu must be in the LoLT of the school (LoLT in Grade R)
Classroom management for Grade R practitioners
Being physically present to demonstrate to Grade R participants
Grade Heads (leading without dictating)
Participant disciple measures
Problem-solving skills
Skills for collaborative conversations
Grade R playground supervision (supervising and monitoring outdoor facilities)
IQMS and remuneration
Monitoring lesson planning and actual delivery

The following 2 questions can guide you when answering questions 10.3.1 and 10.3.2 below:

- What is the problem or challenge that needs to be solved?
- What results do the collaborative meeting(s) need to produce? **NB* Collaboration and CoPs/PLCs go hand-in-hand!**

10.3.1 Imagine that these are problems (referring to Tables 4 & 5 above) which were raised through Internal-Whole School Evaluation (IWSE) by your Foundation Phase: Use the survey data from Tables 4 & 5 above to complete a **categorisation** of those problems which are better suited for a collaborative working session and those which are not. (NB* Design your own template for this task)

10.3.2 For those issues which **are less suited** for a collaborative session- which method(s) do you propose to address such issues (referring to Tables 4 & 5 above). Provide a realistic timeframe for each of these problems which you believe can be solved **without** the need for a collaborative working session.

ONLINE CLASS DISCUSSION

Time: 15 minutes [Time limit for this activity does not apply]

Your facilitator will select HoDs to share their ideas on tasks 10.3.1 and 10.3.2 above. In your online feedback to the presenting HoD(s):

Do you agree with the issues selected under 10.3.2 by the presenting HoD(s) as **"less suited for collaboration"?** Justify why you feel this way?

ACTIVITY 11: BEHIND COLLABORATION IS PEOPLE! FIRST BUILD SOLID INTERPERSONAL RELATIONSHIPS [Individual activity]

Time: 15 minutes (consolidating data) [Time limit for this activity does not apply]

Resources: Pre-PoE, laptop/device, internet connectivity

[Be prepared to share your individual responses to question 11.1 with your group during the online discussion session]

"The stronger the interpersonal relationships, the better the lines of communication between team members. The better the interpersonal relationships between team members, the more likely you will be in achieving your goals" (Emily, 2017: "Team Bonding").

Refer to items number 50 and 51 from your Pre-PoE for this task. Both these items required some introspection from you. We will take it that the responses which you collated are an objective-as-possible perception of you and your Foundation Phase team.

11.1 Each group member must now provide to her/his facilitator the percentage (%) which s/he calculated after completing item 50. Your facilitator will add all group member's individual percentages and divide by the number of people in that group (for example:

Table 6: Your Learning Group Members

Group members	**Percentage calculated for item 50**
Thandi	70%
Stanley	77%
Mary	80%
Nisha	90%
Bronwyn	82%
Average: (add all the percentages and divide by the number of people in your learning group)	**399/5= 79.8%**

The group average in this example is 79.8%. This implies that the 5 members of this learning group collectively share the perception that they are rather collaborative in their leadership style. This however is only **self-perception**.

[Your facilitator will share the consolidated percentages of each person in his/her group with all participants. Thereafter, analyse the data for your learning group:

- What can you conclude about the different HoDs' perceptions about their collaborative leadership style?

- To what extent do you think the above self-perceptions shared by the HoDs in your group could be a confusion between "group/teamwork" disguised as genuine collaboration? Elaborate on your response.

ACTIVITY 12: LET'S PUT YOUR SELF-PERCEPTION TO THE TEST: BUILDING A COLLABORATIVE COMMUNITY IS A DELIBERATE EFFORT- PLANNING FOR TEAM BUILDING [Individual activity]

Time: 90 minutes (15 mins-year plan; 25 minutes questions; 15 minutes video and questions; 35 minutes action plan) [Time limit for this activity does not apply]

[Be prepared to share your individual responses to questions 12.1 and 12.5 with the rest of your group during your online discussion session]

Resources: Participant guide, completed participant pre-PoE

Go back to your completed Pre-PoE – refer to items number 26 and 27 (that is, the Foundation Phase Year Plan and Monthly/Quarterly Plans for 2019):

12.1 How many activities have you planned during 2019 which targeted "building your Foundation Phase Team/Team working/Team Building/Collaboration" etc. Plot this data below in Table 7:

Table 7: References Made to Team Building/Team Working in the Foundation Phase Year Plan During 2019

HoD's/Your name	Type of school (e.g. Township, Ex-Model C, Rural, Farm, Inner-city)	Written improvement goals for My Foundation Phase's Team Building during 2019	Specific examples from my Year Plan or Quarterly/Monthly plans for 2019 which focused on team building	Month this was planned for	Status: Did it happen (Yes/No)-	Reasons (s) why team building could not take place as planned (if it was planned for)

e.g. Devi Pillay	Township School	Greater integration of Grade R into all F/Phase processes by end of Term 1/2019.	Year Plan: In-house team-spirit; motivation fun afternoon	July 2019	No	There were too many District activities which we had to attend.

12.2 If **no** team building was planned for during 2019, what are the reasons for this? (Hint* Team building does not have to be a costly affair. It needs creativity and inspired people).

> **"Building a collaborative team is a personal choice you make as the leader"** **(**Biersteker & Davies, 2008**).**

12.3.1 When was the last time that you attempted to energise your Foundation Phase team?

12.3.2 Describe how you went about this energisation of your Foundation Phase team.

12.3.3 Where you inclusive in this process; meaning was/were the Grade R Practitioner(s) part of this team building session?

2.3.4 If the Grade R Practitioner(s) was/were not part of this team building session, what is/are reason(s) for this?

Watch a short video-clip on "silo-mentality" and respond to the questions related to this video-clip

Video-clip Name	**Length of Video-clip**
Breaking down an unhealthy silo-mentality	9.00
Total playing time	**9.00**

12.4 What is your understanding of a "silo mentality"?

12.4.1 To what extent are you (*"not at all"; "somewhat"; "this is who I am"*):

12.4.1.1 Guilty of entrenching a "silo mentality" across your Phase?

12.4.1.2 A champion of breaking down the "boxes" people in the Foundation Phase may work in?

12.4.2 What could the reasons why some Foundation Phase teachers find it so difficult to break free from the silo-mentality which shackles their mind-sets?

12.4.3 How can the continuation of silo-mentalities within the Foundation Phase negatively impact problem-solving and collaboration?

12.5 Becoming the agent of change: Give 1 tangible (measurable) effort/action that you will take before the next online session in this learning programme to work towards "breaking down silos" within your department. Capture this process using the following template:

Collaboration Plan to Break-down Silos in the Foundation Phase

My first collaborative effort/action with my team is: I will…..
The reason why I will choose this collaborative effort/action is:
Describe what you will go about doing in achieving this collaborative effort/action (focus on verbal and non-verbal language)

When will this collaborative effort/action be done?
What resources are needed for this collaborative effort/action?
How will I know if my Foundation Phase team appreciated this collaborative effort/action?
I will capture my observation of this collaborative effort/action in the following way (*NB you can make a video of this which can be shared with the class):

THEREAFTER:

- Implement the "collaboration plan" which you have created above in 12.5 with your Foundation Phase. Provide feedback at the next session on your experience of this approach to building a collaborative culture within your department by breaking down silos.
- Now administer the "Me-as-"Leader Tool (item 50 from the Pre-PoE) with the teachers in your Foundation Phase (see below). Let's see what their perceptions of you are! You can follow the same examples provided when calculating the average score. Share this finding with your learning group **<u>before the end</u>** of the last session of this learning programme. It will be interesting to see how close your teachers' perceptions of you are compared to your self-perception of your leadership style.

"**Dear Teacher in the Foundation Phase,** Please spare about 5 minutes of your time to complete and **<u>anonymously</u>** return the following questionnaire. Do not write your name on this questionnaire. Once you have completed this questionnaire, please place it the box/envelope located at the_________.

On a scale from 1-3 (1-Disagree; 2-Unsure; 3-Agree), how would you rate me, as your HoD, against the following 10 leadership statements? Please select **only one** option per statement by placing an **X** in the corresponding column found on the right hand side. Please be extremely honest when completing this questionnaire.

Leadership Statements	**1**	**2**	**3**
1. My HoD is self-motivated in leading our Phase to working together as a cohesive team.			
2. My HoD inspires the teachers in our Phase to work together as a team.			
3. My HoD creates time in her/his busy schedule for our teachers to learn new skills.			
4. My HoD works toward breaking down silos in our Phase.			
5. My HoD encourages the teachers in our department to become solvers of problems we face as a Phase-where practicable.			
6. My HoD promotes an ethos of honest, open communication across our Phase.			
7. My HoD frequently uses data from our daily practices to support the decisions we make as a Phase.			
8. My HoD embraces constructive conflict as something that is necessary for the growth of our Phase.			
9. My HoD focuses on building external networks and partnerships which can help our Phase's development.			
10. My HoD creates the opportunity for our teachers to become leaders.			

Similarly, ask the teachers in your Foundation Phase to complete the following questionnaire about themselves:

“**Dear Teacher in the Foundation Phase,**

Please spare about 5 minutes of your time to complete and **anonymously** return the following questionnaire. Do not write your name on this questionnaire. Once you have completed this questionnaire, please place it the box/envelope located at the________.

On a scale from 1-3 (1- Really Poor at it; 2-Quite Average at it; 3- Great at it), please rate **yourself** against the following 10 interpersonal team variables? Please place an **X** in the column which best describes your perception of yourself per variable. Select **only one** option per variable. Please be extremely honest when completing this questionnaire.

Variables	**1.Really poor at it**	**2.Quite average at it**	**3.Great at it**
1.Self-motivated			
2.Inspiring to others			
3.Keen to learn			
4.Operates in silos			
5.Problem-solver			
6.Controls emotions			
7.Works well with data			
8.Negative Conflict creator			
9.Partnership driven			
10.Shows leadership potential			
Total /30			

(The findings of questionnaires can be shared before your last session. Your facilitator will coordinate this task.): Let's go back to the teachers' perception of your leadership style. Once you have calculated the average score for this questionnaire, it should give you some indication of how your teachers in the Foundation Phase view your leadership style. You can use whichever method you are comfortable with to consolidate the individual scores per statement onto a spread sheet. The items where your teachers rate you **on average** as either a "1" or "2" are red flags for deeper introspection on where you need to change your professional behaviour so that your leadership style does not become an obstacle to creating a collaborative community within the Foundation Phase.

After you have had some time to digest your teachers' perceptions of your leadership style, prioritise your "perceived" areas of leadership development. Suppose 'conflict management' is an area of leadership development, develop a personal growth plan (or you can add to the PGP which you have created earlier on) which shows how your progress for each leadership development area identified through the "Me-as-Leader" questionnaire will to be measured by December 2020; March 2021; June 2021 etc).

Further Reading: A leader-in-development realises that the skills for collaboration cannot be gained through one learning session – it requires constant introspection with a focus on becoming the best collaborative leader you can be. To that end, here are some areas on collaboration which you can read-up on and practise at your workplace:

-Developing the kind of listening skills that make collaboration possible
-Communicating with tact when you are angry
-Positive behaviours that you can use to immediately gain the respect and trust of others
-Making everyone on the team feel involved and valued in the collaboration process
-"Bridge-building" techniques for working with people you've had trouble working with in the past
-The classic types of difficult personalities and how to deal with each one
-Creating buy-in for your goals and objectives in a one-on-one setting and in a team environment
-Creating a sense of "all for one and one for all"
-Setting benchmarks and timelines for keeping every collaborative project on track

-Understanding how your actions and behaviours may be affecting the actions and behaviours of others -How to overcome negativity and the “that won’t work” mentality -Knowing when it’s time to ask the senior managers to step in and break an impasse

FINALLY, complete your post-assessment on Unit 4!

UNIT FIVE: VISIONING CHANGE

CREATING YOUR GRADE R CHANGE STRATEGIES THROUGH JOINT VISIONING

OVERVIEW OF UNIT FIVE

In this Unit, the participant is sensitised to the value of jointly visioning change as a strategic intent to self-problem solving. Part of the change process involves proper root cause analysis as a pre-cursor to understanding one's current situation in order to work towards the desired or improved situation. Finally, this Unit prepares the participant to use a basic project management approach to implementation of possible solutions to problems experienced within the Grade R learning environment.

Learning objectives

By the end of this Unit, the participant should be able to:

- Understand the relevance of a personal or team vision to continuous improvement within the Foundation Phase;
- Demonstrate thorough Grade R problem diagnosis using mind-mapping or root cause analysis;
- Apply a project management framework to implementation of envisaged solutions to identified Grade R problems.

Learning outcomes

- Apply the key elements comprising effective vision statements creating a mock-Foundation Phase vision for one's department; and
- Illustrate, through a basic project management plan, how the root causes to Grade R problems result in actionable and measurable solutions.

ACTIVITY 13: WHAT MAKES A VISION STATEMENT EFFECTIVE? [Individual activity]

Time: 30 minutes (10 minutes accessing internet sources on effective vision statements; 10 minutes creating a vision statement; 10 minutes class discussion) [Time limit for this activity does not apply]

Resources: Laptop/device, internet access

[Be prepared to share your individual responses to activity 13 with the rest of your group during your online discussion session]

Begin activity 13 by watching 2 short video-clips on "visioning":

Video-clip Name	Length of Video-clip
How to write a vision statement	3.47
Align your company vision-8 questions for your leadership team	4.42
Total playing time	**7.89**

At the outset, please note that Activity 13 does not require you to write a new vision statement for your school! It requires you to be the leader who co-creates a dream or an improved future state for your Foundation Phase. It is impossible to demonstrate leadership without a concurrent focus on the "bigger picture or where you are headed".

- When was the last time that you shared with **your** colleagues **your** vision for **your** Foundation Phase at **your** school?
- Why is important for a leader to be a champion of visioning the desired future?

13.1 For this task, you must access the internet reading up on the "elements/components/attribute/fundamentals" of effective/powerful vision statements (alternatively, you can read the materials on "visioning" contained in the reading pack provided at the end of Unit 5). Jot down the key ideas on "visioning" from the readings which resonate for you.

13.2 Thereafter, use the fundamentals of “effective visioning” to create a vision statement for your Foundation Phase. You must show how you apply the readings on visioning, combined with the interplay of collaborative leadership attributes, in your joint co-creation (inclusive of all members in your Foundation Phase) of a current vision statement for your department.

If there is currently no vision statement for your Foundation Phase:

“Your vision statement for your department is the anchor that stops you from getting lost at sea. Your vision should be funnelled towards the outcomes that matter the most to your department – in your context, the CAPS Foundation Phase learning outcomes. Thus, every single action that you decide on as the Foundation Phase team must ultimately help you get closer to your vision – which is hopefully linked to improving learner performance (Tom, Cascades Strategy, 2018).

Before the last session, see if your Foundation Phase team can collaboratively agree on a vision statement which is personal to your Phase- which holds meaning for you as team. After agreeing on this vision, write it down below in the box. Remember to also explain the method you followed in creating this new vision statement for your department.

Our Foundation Phase vision is:
Method followed in creating this new vision:

- How will you know if all members in your Foundation Phase have bought into the vision once it has been created?
- Why has this vision been selected? In other words, what is the dream which your Foundation Phase wants to work towards over a period of time?
- How will you, as the Leader and Manager of the Foundation Phase, drive this vision?

ACTIVITY 14: SELF-READING: [Individual activity]

Time: 10 minutes [Time limit for this activity does not apply]

Resources: Participant guide

Tables 4&5 (Foundation Phase HoDs' Reponses to Question 6- pg. 92 of this booklet), plus item 28 from your Pre-PoE (list of problems) should give you a sense of the perceived problems which currently plague the Grade R learning environment.

By now, your facilitator would have mentioned to you that you and your Foundation Phase team must first look internally for solutions to **some** of the problems you experience before you wait for external colleagues/stakeholders to come to your rescue. This means that you need to become ***that*** leader who is proactive in accepting that problems are part and parcel of an HoDs' daily reality.

If you recall from an earlier discussion, the theory of change for this learning programme argues that only ***after*** leaders learn ***how to*** and ***can*** build collaborative teams, then is it worthwhile engaging in collective change initiatives (in other words, joint problem-solving). Conversely, it makes little sense deciding on change strategies if your Foundation Phase department is not yet a cohesive team – in other words, teachers are still trapped in the 'silo mentality'. As their leader, you will need to develop within yourself the type of personality which favours collaboration and ownership of the problems your team faces. This means you must lead by example through demonstrating a mind-set shift which embraces 21st century leadership skills.

This brings us to the question, so, what exactly is a problem? More so, how certain are you that the problems you listed under item 28 of the Pre-PoE actually warrant being defined as problems.

- **A problem might be just the feeling** that something is wrong and should be corrected (knowing in your gut that there is a problem i.e. without evidence (e.g. you suspect that a child in your Phase is being abused).
- **A problem is the difference between what *is*, and what *might or should* be** *(in the abuse case above, "what is (current state) - child being abused"…..*

"what might or should be (desired/ideal state)"- the child lives in a safe and secure home environment where s/he is protected against abuse.

- **Other problems may be more evident**, example *"Our department does not have funds to purchase Grade R LTSM" (Directly linked to observable evidence).*
- **Problems must be anchored in data** *(observable, through interviews, statistics etc.)* so that the problem can be less of a perception or anecdote and more an actual problem (for example, if you are fighting child hunger within your Phase, do you know which children are hungry? How many children are affected by child hunger? When are they hungry **-** all the time, or especially at the end of the month, when the money has run out? Etc. (Hopefully you can now see the value of the data collection in your Pre-PoE as a scaffold towards problem-solving.)
- The information which you collect **prior** to finding solutions to the problem could come from:
  - **Facts** (e.g. 15% of the children in our Phase don't get enough to eat);
  - **Inference** (e.g. A significant percentage of children in our community are probably malnourished/significantly underweight);
  - **Speculation** (e.g. Many of the hungry children probably live in the poorer neighbourhoods in the city centre); and
  - **Opinion** (e.g. I think the reason children go hungry is because their parents spend all of their money on cigarettes).
- *Problems must be supported by a problem statement: e.g.* In the case of child hunger above, your problem statement might be, "Children in the Foundation Phase are often hungry at the end of the month because their parents' money are used up too early."

Now, watch the following video-clips on Problem Analysis:

Video-clip Name	Length of Video-clip
The 5 Whys-Lean Problem Solving	3.20
Step 1: Define the problem	8:34
Total playing time	**11.54**

ONLINE DISCUSSION

- Do you accept that there are some problems within your Foundation Phase/Grade R which you have control over? Yes/No. In either instance, justify your response.
- What are some of factors which make it difficult to reach consensus on issues within your Foundation Phase?

ACTIVITY 14.1: PROBLEM INTERROGATION

Time: 40 minutes (10 minutes reading; 15 minutes problem interrogation, 15 minutes clss discussion) [Time limit for this activity does not apply]

Resources: Participant guide, laptop/device, Pre-PoE

Refer to '***list of problems- item 28 from Pre-PoE'***. As a Phase/department (or CoP/PLC within your Phase), use the reading on "what is a problem" to interrogate **3 problems** listed under item 28 of your pre-PoE. Complete the dissection of the 3 problems from item 28 in the template below:

Table 8: Problems of One of Our Learning Group Member

List of problems from Item 28 Pre-PoE	Applying the readings on problem-solving to the problems selected			
	Facts (state how the data was gathered)	**Inference**	**Speculation**	**Opinion**
e.g. Incorrect equipment used in Grade R			X- Grade 1 teachers mentioned to me	

			that they have not seen any proper Grade R equipment being used by the practitioner during play.	
Problem 1:				
Problem 2:				
Problem 3:				

14.2.1 Of the 3 problems, how many were supported by facts? (Explain the **type of facts and how it was collected**).

14.2.2 How many of the problems listed under item 28 of the pre-PoE were identified in your school's previous IWSE by your Phase?

14.2.3 What are the dangers of categorising a problem as a problem without sound facts/data/information?

ONLINE DISCUSSION

The following questions can guide the discussion during the online session:

- How prevalent are the use of facts/data/information to support the problems identified by respective groups under item 28 of the Pre-PoE?
- What advice can you offer to the HoDs who presented on this activity on: How to collect facts about 'perceived problems' in an economical/efficient way as part of the routine tasks of the Foundation Phase?

Remember, if you misdiagnose the root cause(s) to the problem, you may create false solutions which do not help solve the problem; but instead waste valuable resources resulting in disappointment and low morale after a great loss of time and effort.

ACTIVITY 15: FROM PROBLEM –TO- DESIRED STATE (SOLUTION) [Individual activity]

Time: 60 minutes (10 minutes-Root Cause Analysis reading; 10 minutes-completing current-future state table; 15 minutes completing root cause analysis of 1 problem; 25 minute's class discussion) [Time limit for this activity does not apply]

Resources: Participant guide, laptop/device

[Be prepared to share your individual responses to questions 15.1 and 15.2 with the rest of your group during your online discussion session]

15.1 Refer to item 28 of your Pre-PoE ("List of problems") ─ once again, within your Phase (or the CoP/PLC created for this task), decide on which problem **(only 1 problem)** you will select for this task. Once you have selected the problem, complete Table 9 below:

Table 9: Current State-Future State

What is the problem statement?	Current state: what is currently happening regarding this problem?	Desired state (or the dream/vision): what should be happening if this problem is solved?	What is causing this problem? (***NB* Before you complete the causes, read through the "root cause analysis" example provided below)***.

Root Cause Analysis Using the 5 Whys Method

'Root cause analysis' can be done by asking 5 "WHYs". This method easily lends itself to the mind-mapping/spider diagram method which you watched in the video on "Problem Analysis":

Table 10: Example of Root Cause Analysis

The problem: The vehicle which transports Grade 1 learners to your school in the morning suddenly stops in the middle of the road (assume that this is now the third time this problem has occurred in the last 2 weeks).	
Why 1 number: **Why** did the car stop?	The car stopped because it ran out of petrol.
Why 2 number: **Why** did it run out of petrol?	Because the driver didn't fill any petrol on the way to school.
Why 3 number: **Why** didn't the driver fill any petrol this morning?	Because the driver didn't have any money to fill petrol.
Why 4 number: **Why** didn't the driver have any money to fill petrol?	Because he lost all his money playing a game of poker last night.
Why 5 number: **Why** did he lose all his money at a poker game last night?	Because the driver is addicted to gambling and is very bad at playing poker.
Root cause of the problem: The driver is a compulsive gambler **Problem Statement: Compulsive gambling by one the drivers who transports Grade 1 learners to school is disadvantaging that group of learners from the full benefit of active teaching and learning time.**	
Now that the root cause to the problem is known, the problem must be fixed. You will notice that root causes generally have to do with behaviour, policies or culture, attitudes. In this case, it is 'addiction' which is behaviour-related. The following could be some of the possible solutions to the problem: -Those Grade 1 learners continue using the services of the driver (with possibly more breakdowns and late arrival at school resulting in another problem); -Those Grade 1 learners travel by bus to school; -Find another driver who is travelling from the area where those Grade 1 learners reside to your school;	

-Speak to the driver about this problem and how this is negatively affecting those Grade 1 learners at school; -Suggest to parents that they transfer their children to a school closer to home (and so on). Each of the **possible solution** listed above must be discussed/debated to find its advantages and disadvantages before you settle on a solution. Remember to also interrogate the possible risks which accompany any solution to a problem.

15.2 Now, use the example provided above in Table 10 to conduct a root cause analysis of the **1** problem which you/your Phase/CoP selected above in 15.1 (refer to: List of Grade R problems-item 28 of Pre-PoE). This task must be completed as a group at your school using the following templates:

What is the problem statement?	Current state: what is currently happening regarding this problem?	Desired state (or the dream/vision): what should be happening if this problem is solved?	What is causing this problem? (Remember to first complete the detailed Root Cause Analysis below)

Root Cause Analysis

The problem specific to Grade R:	
Why 1 number: **Why**	
Why 2 number: **Why**	Because
Why 3 number: **Why**	Because
Why 4 number: **Why**	Because
Why 5 number: **Why**	Because
Root cause of the problem:	
Now that the root cause to the problem is known, the problem must be fixed. These are the possible solutions which we present to the problem as the Foundation Phase Team:	

ONLINE DISCUSSION

As you listen to HoDs who present, capture the root causes to their Grade R/Foundation Phase problems selected from item 28 of their Pre-PoE. You are required to sum each HoD's presentation using the template below:

Table 11: Summary of each HoD's problem as shared during the online discussion

HoD's Name (the presenting HoD)	**Grade R/Foundation**	**Root cause(s) mentioned**	**Your feedback regarding the root**	**Reasons for agreeing or disagreeing with**

	Phase Problem mentioned	**by the presenting HoD**	**cause(s) to the problem**		**the presenting HoD's root causes**
			Agree	**Disagree**	
e.g Group 1	Insufficient time to monitor Grade R	Full teaching load		x	The PAM requires all HoDs/DHs to be treated equitably. This is an SMT matter of not effectively arranging the school timetable to accommodate F/Phase HoDs. The root cause is more likely related to the attitude of inferiority displayed towards F.Phase HoDs by other SMT members of the school.

BACK AT THE WORKPLACE: IF YOU WISH TO TACKLE MORE THAN 1 PROBLEM

Once again, select one or more problems from your individual Pre-PoE list specific to **Grade R** (item 28); thereafter collectively complete the following templates (This can be shared with the class at the last contact session):

Current state: what is currently happening regarding this problem?	Desired state (or the dream/vision): what should be happening if this problem is solved?	What is causing this problem?

Root Cause Analysis

The problem specific to Grade R:	
Why 1 number: **Why**	
Why 2 number: **Why**	Because
Why 3 number: **Why**	Because
Why 4 number: **Why**	Because
Why 5 number: **Why**	Because
Root cause of the problem:	
Now that the root cause to the problem is known, the problem must be fixed. These are the possible solutions which we present to the problem as the Foundation Phase Team:	

ACTIVITY 16: TURNING YOUR POSSIBLE SOLUTION TO THE PROBLEM INTO ACTIONS: IMPLEMENTATION [Individual activity]

Collaborative leaders recognise the importance of having competent team members who are able effectively implement decisions taken. Thus, staff development becomes the responsibility of the HoD/DH.

First watch these video-clips on "Mentoring and Coaching":

Video-clip Name	Length of Video-clip
Mentoring versus Coaching	3:58
To coach or to mentor or both?	3:38
Total playing time	**6.96**

Respond to these questions: [Be prepared to share your individual responses with the rest of your group during your online discussion session]

- Does the culture within your Foundation Phase encourage teachers to seek help/advice, thus exposing their vulnerabilities/weaknesses? Yes/No. Explain your response.
- How often do you seek help from your juniors on Foundation Phase-related matters? Explain why you behave in this manner.

STAFF DEVELOPMENT: MENTORING AND COACHING

16.1 Go online (and/or refer to material in your reading pack) sourcing a few texts to unpack the meaning of:

16.1.1 "Mentoring"
16.1.2 "Coaching"
16.1.3 The difference between "mentoring" and "coaching"
16.1.4 When it is more suitable to be a "mentor" versus a "coach"?

16.2.1 Explain the relationship between "delegation of tasks" and the need to "mentor and/or coach/supervise/support/guide".

16.2.2 Delegation can be abused! Explain how the Foundation Phase HoD should guard against this behaviour.

ONLINE DISCUSSION

Your facilitator will provide you with an opportunity to share your thoughts/notes/responses to questions 16.1 to 16.2.2. above.

IMPLEMENTATION CHALLENGES

A common failure of some of the solutions to problems is that they are never implemented or are poorly implemented. Implementation requires greater managerial effort and commitment. This is best controlled through joint action planning which should lay the groundwork for effective implementation. The skills you acquired under the Unit "Collaboration" should assist in how you get your Foundation Phase team to collectively work towards solving some of the problems your Phase experiences. As a leader **and** manager, it becomes important for you to understand how to effectively delegate, communicate, negotiate, motivate, control, influence and so on.

Adopting a project management approach to solution-implementation is considered most feasible due to the structure this framework offers. The following are some design features which comprise a simple project action plan (you will notice that a format is not provided, thus you are expected to use the following minimum **design features** to create your own project action plan template):

- **Problem**: e.g. "Poor reading ability of Foundation Phase learners in the LoLT at the Grade 3 exist level
- **Objective(s)**: Improved reading ability in the LoLT of Foundation Phase learners who enrol Grade 1 in 2019 and exit Grade 3 in 2021
- **Classification of project**: e.g. Short-term project (3-6 months); medium-term project (12-18 months); long-term project (24 months and more)
- **Project start date**:
- **Project end date**:
- **Project duration**:

- **Inputs**: (Resources- physical, human, financial, intellectual). If you do not currently have the resources which the project needs to be effectively completed, who will you approach for assistance (**partnerships/sponsorships/donations/funding**)
- **Activities/Tasks** (day-to-day breakdown against):
  - Who is responsible for executing the activity/task;
  - By when should the activity by completed;
  - How will we know when the activity has been effectively completed (deliverable or output);
  - Risks which may affect the project activity;
  - Mitigation of risks
  - Project Monitoring: **Indicators**, **Targets** and **Achieved**
- **Other**- as deemed necessary

Remember, not every problem (as identified in Tables 4 & 5 on pages 91-92) may require the detailed project management option: for example, "Completing Stats"; "Practitioner's file: Table of Contents" are rather basic and can be completed with minimal effort by 1 or 2 people.

One of the key characteristics of collaborative leadership is the leader's ability to distribute/delegate meaningful tasks/activities to her/his team and to monitor the effective completion thereof. Your team members will very quickly gauge if you are giving them 'the dirty work to do' and they may resent you for this. With distribution/delegation of tasks, comes responsibility and accountability. If you recall, item 15 (List of skills) and item 51 (How well do I know my Foundation Phase Teachers) of the Pre-PoE should give you some insight into the dispositions of your team.

The elements mentioned in the last paragraph can be used as a guide to effectively delegate tasks to teachers who are have the ability to carry out certain project activities. If there are limited skills within your team, then voluntarism kicks-in: teachers who are willing to learn a new skill **under your guidance/supervision/mentorship/coaching** is a great asset. Remember, you should also be willing to share your "weaknesses" with your team members and demonstrate a mature and open-mind-set to learning from your colleagues/peers.

Deciding on "*Who is responsible for executing the activity/task"* is a collective effort through team discussion and negotiation. It is a very sensitive process and if not handled delicately, distribution of tasks can lead to the break-down of your team's spirit and the demise of your project.

Please respond to the following questions and be prepared to share your thoughts with your learning group:

- How willing are you to learn skills and knowledge from those colleagues who are junior to your position?
- Share with your group the last instance when you learned a skill or gained knowledge from a colleague who is junior to your position?
- How did you acknowledge this junior colleague's contribution towards your professional development?

ACTIVITY 17: PROJECT MANAGEMENT TEMPLATE [Individual activity]

Time: 30 minutes [Time limit for this activity does not apply]

Resources: Participant guide, Laptop/device, internet connectivity

For this task, you are required to design a simple project management template using the Microsoft Office package. You must use, at a minimum, the project management design features provided in the reading found on pages 117-119.

MONITORING YOUR PROJECT/PROPOSED SOLUTION TO PROBLEMS

"What doesn't get measured, doesn't get done"

Time: 15 minutes reading [Time limit for this activity does not apply]

Resources: Participant guide

An approach discouraged is you chasing after your Foundation Phase members with a "stick" demanding their outputs for the projects which you select as possibilities to solving Grade R problems. This is where a simple monitoring system will come in handy.

Very briefly, project monitoring refers to keeping track of project-related activities which your team/Phase plans on doing so that your project achieves the results you want it to achieve (in other words, "**the desired state"**). Project monitoring is an on-ongoing process which supports how you will go about making project decisions. Project monitoring is part and parcel of your collaborative/Phase meetings/discussions. It is an agenda item which must be routinely reported on. To that end,

- try to make your project meet the deadline by when the project must be completed;
- your project **must only do** things which you planned to do (**project scope**: e.g. you run a project on "Barriers to Learning"– so, aspects such as "Extra-murals in Grade R, Conducting Class Visits, Parent Meetings" **will not be** part of the project scope); and
- if applicable, keep your project within its budget (the money allocated to the entire project).

Monitoring needs verifiable evidence or data. This means that your project team must be able to 'show' or 'prove' that you have actually done what you said you will do; for example, if you say 'our team had 5 project meetings', then the verifiable evidence which is needed will be '5 meeting notices/invitations; 5 agendas for the different meetings; 5 sets of minutes for those meetings; and 5 attendance registers'. In monitoring language, the 'invitations, agendas, minutes, and attendance registers are your source documents which capture some of the project's data (Can you see the link between monitoring and Internal Whole-School Evaluation [IWSE] processes?)

Here are some questions answered through project monitoring:

- Are the project activities being carried out as planned?
- Are there any unforeseen consequences that arise as a result of your project activities?
- How is your team performing at a given period of time?

- What are the elements of the project that needs changing?
- Is your team achieving the expected project results?

Indicators are very important in monitoring project performance as these tell you how well your project is performing. Think of indicators as the orange lights found on a car which flash showing that the driver wishes to either turn left, turn right or to signal a warning when both lights are simultaneously flashing. In project measurement language, a right flashing indicator could mean that you are on track with project activities, while a left flashing indicator could signal that your project is in trouble.

Indicators are accompanied by targets. Examples of indicators and targets for the "Barriers to Learning" example provided above could be:

Project activity	**Indicators**	**Targets**	**Actual achieved**	**Reason(s) for variances**
Conduct barriers to learning meetings	Number of meetings/conversations held within the first 3 months of the project to classify the different barriers to learning applicable to Grade R learners	5	2	e.g. Poor Time management -No manpower etc.
Identify Grade R learners with barriers to learning, per sex groupings	Number of boy and girl learners with barriers to learning identified in Grade R within the first month of the project	30	7	
Consult ECD experts to	Number of experts in Early Childhood	2	0	

assist with learning barrier identification	Education consulted within the first 3 months of the project to capacitate Grade R practitioners on identifying barriers to learning			
Run structured/ differentiated intervention strategies	Percentage of learners who show improvement in specific barriers identified after the first 3 structured/ differentiated interventions	40%	5%	

ACTIVITY 18: SETTING SIMPLE PROJECT INDICATORS [Individual activity]

Time: 20 minutes [Time limit for this activity does not apply]

Resources: Participant guide; Laptop/device, internet connectivity

Refer to the root cause analysis which you conducted on pages 112-113. Use that information to complete the following tables:

Problem specific to Grade R: Proposed solution to the problem (after conducting "Root Cause Analysis"):

Table 12: Setting Project Indicators

Project activity (*NB Each project	Indicators	Targets	Actual achieved (to be	Reason(s) for variances (to be

activity must have at least 1 accompanying indicator			completed after implementation)	completed after implementation)

ONLINE DISCUSSION

Time: 20 minutes (10 minutes presenting problem and indicator table; 10 minutes class feedback) [Time limit for this activity does not apply]

Resources: Individual HoD responses/presentations; laptop/device

Your facilitator will request individual HoDs to present on Activity 18. Thus, each HoD selected must present to the class:

- The Grade R problem identified at his/her school,
- The solution proposed to the identified Grade R problem; and
- Accompanying indicators to measure progress against the stated project activities.

While selected HoD/s present/s, the other participants will capture their feedback using the following tool:

Name of presenting HoD: ______
Question to respond to as the assessor:

Do the presenting HoD's indicators show how the project activities will be measured? Yes/No. In either instance, justify why you believe this to be the case.
Name of presenting HoD: ______
Question to respond to as the assessor: Do the presenting HoD's indicators show how the project activities will be measured? Yes/No. In either instance, justify why you believe this to be the case.
Name of presenting HoD: ______
Question to respond to as the assessor: Do the presenting HoD's indicators show how the project activities will be measured? Yes/No. In either instance, justify why you believe this to be the case.

ACTIVITY 19: PULLING IT ALL TOGETHER - FROM PLANNING TO MEASUREMENT [Individual activity]

Time: 80 minutes (50 minutes group consolidation; 30 minutes class presentation and feedback [Time limit for this activity does not apply]

Resources: Participant guide; Laptop/device

[Be prepared to share your individual responses to questions below with the rest of your group during your online discussion session]

Now, you will need to project manage some of the problems you have already identified in your Pre-PoE (item 28). To do this:

- Categorise the problems which you have identified under item 28 in your pre-PoE according to the columns below in Table 13:

Table 13: List of Major and Minor Problems Related to Grade R

List of Problems Specific to Grade R		**Method of action**	
***Major Problems* from your Pre-PoE (item 28)**	***Minor Problems* from your Pre-PoE (item 28)**	**Through a project management approach:**	**Alternative approach (specify how):**
(e.g.) **Barriers to learning**: Lack of support for learners with barriers to learning		√	N/A
	(e.g.) **Daily admin:** Practitioners not completing learner attendance registers on a daily basis	N/A	Identify transgressing practitioners by instituting daily control/monitoring of signed learner attendance registers (could be a delegated task)

(e.g.) **PAM irregularity**: Need for more admin periods		N/A	Align HoD's load to PAM requirements. Raise matter at SMT meeting.

- Thereafter, select 1 major problem from Table 13 above.
- Now, use the project management action plan template which you designed in Activity 17 (page 119). Set 3 project activities which must be conducted taking you closer to the solution you selected after conducting the Root Cause Analysis.
- Now, populate dummy/mock data on to the project management template.
- Set one indicator per project activity which you decided on (see bullet 2 above).
- Present the completed project management plan (with accompanying indicator sheet) to the class during the online discussion.

ONLINE DISCUSSION

Time: 20 minutes [Time limit for this activity does not apply]

Resources: Individual HoD presentations, participant guide

During the individual presentations, assessing participants must take note of the following:

Name of presenting HoD: ______
Question to respond to as the assessor: • Is there a link between the root cause analysis and the proposed solution to the Grade R problem? Justify your comment. • Is the proposed solution to the Grade R problem clearly unpacked through actionable project activities? Explain why you believe so.

• Do the accompanying indicators show how the success of the project activity will be measured? Elaborate on your comment.
Name of presenting HoD: ______
Question to respond to as the assessor: • Is there a link between the root cause analysis and the proposed solution to the Grade R problem? Justify your comment. • Is the proposed solution to the Grade R problem clearly unpacked through actionable project activities? Explain why you believe so. • Do the accompanying indicators show how the success of the project activity will be measured? Elaborate on your comment.
Name of presenting HoD: ______
Question to respond to as the assessor: • Is there a link between the root cause analysis and the proposed solution to the Grade R problem? Justify your comment. • Is the proposed solution to the Grade R problem clearly unpacked through actionable project activities? Explain why you believe so. • Do the accompanying indicators show how the success of the project activity will be measured? Elaborate on your comment.

BACK AT THE WORKPLACE PRACTICE

Use the project management template and indicator sheet which you created (or you may request use of other participants' project management template and indicator sheet) to work towards a realistic, identified solution to a Grade R problem which the Grade R/Phase has deemed urgent. You and your Phase/department can decide on how many problems you are capable of working with at once. **<u>It is advisable to walk before you run!</u>**

FINALLY, complete your post-assessment on Unit 5!

READING PACK:

(*NB Please contextualise this reading material to public education, particularly your school context)

Communities of Practice (CoPs)/ Professional Learning Communities

SOURCE 1: https://wenger-trayner.com/introduction-to-communities-of-practice/

-The term "community of practice" is of relatively recent coinage, even though the phenomenon it refers to is age-old. The concept has turned out to provide a useful perspective on knowing and learning. A growing number of people and organizations in various sectors are now focusing on communities of practice as a key to improving their performance.

- **What are communities of practice?**

Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils defining their identity in the school, a network of surgeons exploring novel techniques, a gathering of first-time managers helping each other cope. In a nutshell: Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

- Learning can be the reason the community comes together or an incidental outcome of member's interactions. Not everything called a community is a community of practice. A neighborhood for instance, is often called a community, but is usually not a community of practice. Three characteristics are crucial:

1. ***The domain:*** A community of practice is not merely a club of friends or a network of connections between people. It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people. (You could belong to the same network as someone and never know it.) The domain is not necessarily something recognized as "expertise" outside the community. A youth gang may have developed all sorts of ways of dealing with their domain: surviving on the street and maintaining some kind of identity they can live with. They value their collective competence and learn from each other, even though few people outside the group may value or even recognize their expertise.

2. ***The community:*** In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other; they care about their standing with each other. A website in itself is not a community of practice. Having the same job or the same title does not make for a community of practice unless members interact and learn together. The claims processors in a large insurance company or students in American high schools may have much in common, yet unless they interact and learn together, they do not form a community of practice. But members of a community of practice do not necessarily work together on a daily basis. The Impressionists, for instance, used to meet in cafes and studios to discuss the style of painting they were inventing together. These interactions were essential to making them a community of practice even though they often painted alone.

3. ***The practice:*** A community of practice is not merely a community of interest–people who like certain kinds of movies, for instance. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and sustained interaction. A good conversation with a stranger on an airplane may give you all sorts of interesting insights, but it does not in itself make for a community of practice. The development of a shared practice may be more or less self-conscious. The “windshield wipers” engineers at an auto manufacturer make a concerted effort to collect and document the tricks and lessons they have learned into a knowledge base. By contrast, nurses who meet regularly for lunch in a hospital cafeteria may not realize that their lunch discussions are one of their main sources of knowledge about how to care for patients. Still, in the course of all these conversations, they have developed a set of stories and cases that have become a shared repertoire for their practice.

- It is the combination of these three elements that constitutes a community of practice. And it is by developing these three elements in parallel that one cultivates such a community.

- **What do communities of practice look like?**

-Communities develop their practice through a variety of activities….**Problem solving**- ““Can we work on this design and brainstorm some ideas; I’m stuck.”; **Requests for information** “Where can I find the code to connect to the server?”; **Seeking experience** “Has anyone dealt with a customer in this situation?”; **Reusing Assets** “I have a proposal for a local area network I wrote for a client last year. I can send it to you and you can easily tweak it for this new client.”; **Coordination of Strategy** “Can we combine our purchases of solvent to achieve bulk discounts?”; **Growing Confidence** “Before I do it, I’ll run it through my community first to see what they think.”; **Discussion Developments** “What do you think of the new CAD system? Does it really help?”; **Visits** “Can we come and see your after-school program? We need to establish one in our city."; **Mapping Knowledge and Identifying Gaps** "Who knows what, and what are we missing? What other groups should we connect with?"

- Communities of practice are not called that in all organizations. They are known under various names, such as learning networks, thematic groups, discussion groups; think-thank, reference group, tech club etc.

While they all have the three elements of a domain, a community, and a practice, they come in a variety of forms. Some are quite small; some are very large, often with a core group and many peripheral members. Some are local and some cover the globe. Some meet mainly face-to-face, some mostly online. Some are within an organization and some include members from various organizations. Some are formally recognized, often supported with a budget; and some are completely informal and even invisible.

Communities of practice have been around for as long as human beings have learned together. At home, at work, at school, in our hobbies, we all belong to communities of practice, a number of them usually. In some we are core members. In many we are merely peripheral. And we travel through numerous communities over the course of our lives.

In fact, communities of practice are everywhere. They are a familiar experience, so familiar perhaps that it often escapes our attention. Yet when it is given a name and brought into focus, it becomes a perspective that can help us understand our world better. In particular, it allows us to see past more obvious formal structures such as organizations, classrooms, or nations, and perceive the structures defined by engagement in practice and the informal learning that comes with it.

-**Where does the concept come from?**

Social scientists have used versions of the concept of community of practice for a variety of analytical purposes, but the origin and primary use of the concept has been in learning theory. Anthropologist Jean Lave and Etienne Wenger coined the term while studying apprenticeship as a learning model. People usually think of apprenticeship as a relationship between a student and a master, but studies of apprenticeship reveal a more complex set of social relationships through which learning takes place mostly with journeymen and more advanced apprentices. The term community of practice was coined to refer to the community that acts as a living curriculum for the apprentice. Once the concept was articulated, we started to see these communities everywhere, even when no formal apprenticeship system existed. And of course, learning in a community of practice is not limited to novices.

- The practice of a community is dynamic and involves learning on the part of everyone.

- **Where is the concept being applied?**

The concept of community of practice has found a number of practical applications in business, organizational design, government, education, professional associations, development projects, and civic life.

Organizations. The concept has been adopted most readily by people in business because of the recognition that knowledge is a critical asset that needs to be managed strategically. Initial efforts at managing knowledge had focused on information systems with disappointing results. Communities of practice provided a new approach, which focused on people and on the social structures that enable them to learn with and from each other. Today, there is hardly any organization of a reasonable size that does not have some form communities-of-practice initiative. A number of characteristics explain this rush of interest in communities of practice as a vehicle for developing strategic capabilities in organizations:

- Communities of practice enable practitioners to take collective responsibility for managing the knowledge they need, recognizing that, given the proper structure, they are in the best position to do this.
- Communities among practitioners create a direct link between learning and performance, because the same people participate in communities of practice and in teams and business units.
- Practitioners can address the tacit and dynamic aspects of knowledge creation and sharing, as well as the more explicit aspects.
- Communities are not limited by formal structures: they create connections among people across organizational and geographic boundaries.

From this perspective, the knowledge of an organization lives in a constellation of communities of practice each taking care of a specific aspect of the competence that the organization needs. However, the very characteristics that make communities of practice a good fit for stewarding knowledge—autonomy, practitioner-orientation, informality, crossing boundaries—are also characteristics that make them a challenge for traditional hierarchical organizations. How this challenge is going to affect these organizations remains to be seen.

Government. Like businesses, government organizations face knowledge challenges of increasing complexity and scale. They have adopted communities of practice for much the same reasons, though the formality of the bureaucracy can come in the way of open knowledge sharing. Beyond internal communities, there are typical government problems such as education, health, and security that require coordination and knowledge sharing across levels of government. There also, communities of practice hold the promise of enabling connections among people across formal structures. And there also, there are substantial organizational issues to overcome.

Education. Schools and districts are organizations in their own right, and they too face increasing knowledge challenges. The first applications of communities of practice have been in teacher training and in providing isolated administrators with access to colleagues. There is a wave of interest in these peer-to-peer professional-development activities. But in the education sector, learning is not only a means to an end: it is the end product. The perspective of communities of practice is therefore also relevant at this level. In business, focusing on communities of practice adds a layer of complexity to the organization, but it does not fundamentally change what the business is about. In schools, changing the learning theory is a much deeper transformation. This will inevitably take longer. The perspective of communities of practice affects educational practices along three dimensions:

- *Internally*: How to organize educational experiences that ground school learning in practice through participation in communities around subject matters?
- *Externally*: How to connect the experience of students to actual practice through peripheral forms of participation in broader communities beyond the walls of the school?
- *Over the lifetime of students:* How to serve the lifelong learning needs of students by organizing communities of practice focused on topics of continuing interest to students beyond the initial schooling period?

From this perspective, the school is not the privileged locus of learning. It is not a self-contained, closed world in which students acquire knowledge to be applied outside, but a part of a broader learning system. The class is not the primary learning event. It is life itself that is the main learning event. Schools, classrooms, and training sessions still have a role to play in this vision, but they have to be in the service of the learning that happens in the world.

Associations. A growing number of associations, professional and otherwise, are seeking ways to focus on learning through reflection on practice. Their members are restless and their allegiance is fragile. They need to offer high-value learning activities. The peer-to-peer learning activities typical of communities of practice offer a complementary alternative to more traditional course offerings and publications.

Social sector. In the civic domain, there is an emergent interest in building communities among practitioners. In the non-profit world, for instance, foundations are recognizing that philanthropy needs to focus on learning systems in order to fully leverage funded projects. But practitioners are seeking peer-to-peer connections and learning opportunities with or without the support of institutions. This includes regional economic development, with intra-regional communities on various domains, as well as inter-regional learning with communities gathering practitioners from various regions.

International development. There is increasing recognition that the challenge of developing nations is as much a knowledge as a financial challenge. A number of people believe that a communities-of-practice approach can provide a new paradigm for development work. It emphasizes knowledge building among practitioners. Some development agencies now see their role as conveners of such communities, rather than as providers of knowledge.

The web. New technologies such as the Internet have extended the reach of our interactions beyond the geographical limitations of traditional communities, but the increase in flow of information does not obviate the need for community. In fact, it expands the possibilities for community and calls for new kinds of communities based on shared practice.

- The concept of community of practice is influencing theory and practice in many domains. From humble beginnings in apprenticeship studies, the concept was grabbed by businesses interested in knowledge management and has progressively found its way into other sectors. It has now become the foundation of a perspective on knowing and learning that informs efforts to create learning systems in various sectors and at various levels of scale, from local communities, to single organizations, partnerships, cities, regions, and the entire world.

- **Myths about communities of practice**

The diversity of types of communities across different sectors has shown that there is no one-recipe-fits-all, despite some of the claims that are made about them. Here are some of the assertions or "myths" that have won some acclaim, in part due to the interpretation of early theoretical writing about them.

-**Communities of practice are always self-organising**- *False.* Some communities do self-organize and are very effective. But most communities need some cultivation to be sure that members get high value for their time.

-**There are no leaders in a true community of practice:** *Mostly false.* In many communities of practice decisions need to be taken, conditions need to be put in place, strategic conversations need to be had. Not all members see value in being involved in these processes. Whether you call them leaders, co-ordinators, or stewards, someone needs to do it – and it is as well to recognize them for the role they play.

-True/Real CoPs are informal: *False.* There are many informal communities of practice. And there are many formal ones too. The more intentionally they are used for developing the strategic capability of an organization or a cause, the more likely they are to have to go through some formal process to be recognized as such.

-**The Role of a CoP is to share existing knowledge:** *Partially true.* The experience people have to share is clearly important. But communities of practice also innovate and solve problems. They invent new practices, create new knowledge, define new territory, and develop a collective and strategic voice.

-It is too difficult to measure the impact of CoPs: *Mostly false.* It may be difficult to attribute with 100% certainty the activities of a community of practice to a particular outcome. You can, however, build a good case using quantitative and qualitative data to measure different types of value created by the community and trace how members are changing their practice and improving performance as a result.

-**Good facilitation is all it takes to members to participate in CoPs**: *False*. Artful faciliation is very important. But there are many other reasons why people may not participate. The domain must be relevant and a priority to members. The value of participation usually needs to be recognized by the organization otherwise members will not bother. Members need to see results of their participation and have a sense that they are getting something out of it. Good facilitation can help to make this visible, but is not the main reason why people participate.

-CoPs are harmonious places: *Maybe*. But if they are totally conflict free, you should be concerned that groupthink may be settling in or voices being silenced. More important, and usually quite difficult to achieve, is that differences are discussable and that they contribute to the learning.

-**There is technology that is good for CoPs**: *False*. There may be, but we haven't found it yet. The online universe is cluttered with spaces that nobody uses. It's also full of sites that are called a community of practice even if no one is there! A tool or technology is as good as it is useful to the people who use it. And a forum is simply a forum until it becomes occupied by a community of practice.

-**CoPs are the solution to everything**: *False.* Communities of practice don't substitute teams or networks or other joint enterprises. Each has its own place in the overall ecology of the learning system. In recent developments of the theory we talk about landscapes of practice, and of creating different types of social learning spaces that open up new opportunities for developing learning capability.

Communities of Practice (CoPs)/ Professional Learning Communities

SOURCE 2: https://www.knowledge-management-tools.net/communities-of-practice.html

Organizational Learning and Communities of Practice

What are Communities of Practice?

Communities of practice is a term originally developed by Lave and Wenger (1991). It describes a learning theory with a strong relationship to the social construction of knowledge. The community of practice (sometimes incorrectly referred to as "communities of practices") consists of members who interact with each other for their pursuit of a common practice. It is therefore this collective social practice that links individuals together across official organizational boundaries and departments, and makes up the community.

It is important to note that these are not teams. A community of practice can be defined as "a group of professionals informally bound to one another through exposure to a common class of problems, common pursuit of solutions, and thereby themselves embodying a store of knowledge" (Stewart 2001 in Botha et al 2008).

For further reading and a very detailed overview on the workings and composition of communities of practice, see this article by Etienne Wenger (one of the founders of the term).
Learning Within Communities of Practice

Learning is seen as deriving from the social process of becoming a practitioner, as it gives the individual a social context of being an integrated part of a community. The social construction of identity shapes each person's view and interpretation of the world. Learning and the creation of new knowledge can then take place within the context dependent forum of the community, and can be shared through social practice.

Lave and Wenger (1991) introduce the concept of legitimate peripheral learning (LPP). LPP links learning to participation within a community of practice. The objective is not to acquire any specific knowledge, but instead to be granted access to the community and its culture and language. As a newcomer learns the formal and informal culture and values of the community, he becomes a legitimate member. Essentially he moves form peripheral to full participation.

Brown and Duguid (1991) further investigate organizational learning from a community perspective. They refer to canonical and non-canonical practice- which are concepts similar to espoused theory and theory-in-use described in the previous section. Canonical practice refers to adherence to formal rules and procedures, while non-canonical refers to the informal routines that dominate day to day procedures. Brown and Duguid warn against strict canonical focus as it inhibits the problem solving capabilities of the organization. They stress that it is unstructured dialogue, particularly through storytelling, that leads to innovation and problem solving.
Storytelling functions as a wisdom repository and is instrumental in the creation of new knowledge. This is closely linked to Levitt and March's concept of history dependent learningwhere the interpretations of events (rather than the actual events) are remembered and passed on. It is also somewhat reminiscent of Nonaka's externalization process, when tacit knowledge is made explicit often through the use of metaphor.

Garfield (2018) presents a number of principles concerning communities in organizations, including:

- They must be independent of organizational structure.
- They are not teams, sites, blogs, etc; they are people who interact and they are based on topics.
- Community membership cannot be forced; it must be voluntary.
- Communities should span organizational, functional and geographic boundaries.
- Communities require a "critical mass" of members.
- Communities must be nurtured.

The Implications to Knowledge Management (KM)

Botha et al (2008) summarize the key factors regarding communities of practice as follows:

- Learning is a social phenomenon
- Knowledge is integrated into the culture, values, and language of the community
- Learning and community membership are inseparable
- We learn by doing and therefore knowledge and practice are inseparable.
- Empowerment is key to learning: The best learning environments are created when there are real consequences to the individual and his community of practice.

Management must understand the advantages, disadvantages, and limitations of communities of practice. For example, because they are so loosely defined it may be very hard to identify them when a problem needs to be solved- to resolve this some companies today are mapping their communities of practice (Botha 2008). Another issue could be the problem of transferring and combining knowledge across the firm. Due to the close ties to "doing" as well as the cultural elements, this may require innovative solutions- e.g. using temporary cross functional project teams that can leverage knowledge from different areas, apply it, learn, and the redistribute the new knowledge back into the individual members' communities.

All this should underline the importance of recognizing and supporting communities of practice. Knowledge management (KM) initiatives and systems must therefore be supportive, non-disruptive, and must not enforce canonical practice.

Communities of Practice (CoPs)/ Professional Learning Communities

SOURCE3:
http://www.innovativelearning.com/teaching/communities_of_practice.html

-The idea of communities of practice (CoP) is that learning occurs in social contexts that emerge and evolve when people who have common goals interact as they strive towards those goals. The concept of communities of practice is commonly credited to Jean Lave and Etienne Wenger who originated the construct legitimate peripheral participation in their studies of apprenticeship situations. From their development of legitimate peripheral participation, they created the term "community of practice" to refer to the communities of practitioners into which newcomers would enter and attempt to learn the sociocultural practices of the community.

In 1998, Wenger developed and extended the concept in his enthographic study of insurance claims processors. Community of Practice has become associated with knowledge management as people have begun to see them as ways of developing social capital, nurturing new knowledge, stimulating innovation, or sharing existing tacit knowledge within an organization. It is now an accepted part of organizational development (OD).

The earlier work of Lave and Wenger (1991) had the notion of legitimate peripheral participation as the central process in Communities of Practice. In his later work, Wenger abandoned the concept of legitimate peripheral participation and used the idea the inherent tension in a duality instead (Wenger, 1998).

Further information on the evolution of the concept of Communities of Practice can be found in the introduction to Hildreth and Kimble's book (Hildreth and Kimble 2004). Communities of practice are also known as Communities of Interest or Communities of Action.

-**CoPs and Learning**

- For Etienne Wenger, learning is central to human identity. A primary focus of Wenger’s work is on learning as social participation – the individual as an active participant in the practices of social communities, and in the construction of his/her identity through these communities. From this understanding develops the concept of the community of practice: a group of individuals participating in communal activity, and experiencing/continuously creating their shared identity through engaging in and contributing to the practices of their communities.

For Wenger, organizational learning of the deep conceptual type is best facilitated if the realities of communities of practice are recognised when the change process is designed.

“For organizations, … learning is an issue of sustaining the interconnected communities of practice through which an organization knows what it knows and thus becomes effective and valuable as an organisation” (Wenger, 1998, p. 8)

Wenger (1998) describes the “negotiation of meaning” as how we experience the world and our engagement in it as meaningful. If all change involves a process of learning, then effective change processes consciously facilitate negotiation of meaning. In his model, that negotiation consists of two interrelated components:

* Reification: He describes this process as central to every practice. It involves taking that which is abstract and turning it into a “congealed” form, represented for example in documents and symbols. Reification is essential for preventing fluid and informal group activity from getting in the way of co-ordination and mutual understanding. Reification on its own, and insufficiently supported, is not able to support the learning process, however.

“But the power of reification – its succinctness, its portability, its potential physical presence, its focusing effect – is also its danger … Procedures can hide broader meanings in blind sequences of operations. And the knowledge of a formula can lead to the illusion that one fully understands the processes it describes.” (Wenger, 1998, p. 61)

* Participation: Participation, the second element in the negotiation of meaning, requires active involvement in social processes. It involves participants not just in translating the reified description/prescription into embodied experience, but in recontextualising its meaning. Wenger describes participation as essential for getting around the potential stiffness (or, alternatively, the ambiguity) of reification.

“… If we believe that people in organisations contribute to organisational goals by participating inventively in practices that can never be fully captured by institutionalised processes …. we will have to value the work of community building and make sure that participants have access to the resources necessary to learn what they need to learn in order to take actions and make decisions that fully engage their own knowledgeability.” (Wenger, 1998, p. 10)

Crucially, Wenger describes the relationship between reification and participation as a dialectical one: neither element can be considered in isolation if the learning/change process is to be helpfully understood.

"Explicit knowledge is … not freed from the tacit. Formal processes are not freed from the informal. In fact, in terms of meaningfulness, the opposite is more likely … In general, viewed as reification, a more abstract formulation will require more intense and specific participation to remain meaningful, not less." (Wenger, 1998, p. 67)

Wenger calls the successful interaction of reification and participation the "alignment" of individuals with the communal learning task. Alignment requires the ability to co-ordinate perspectives and actions in order to direct energies to a common purpose. The challenge of alignment, Wenger suggests, is to connect local efforts to broader styles and discourses in ways that allow learners to invest their energy in them.

"Alignment requires specific forms of participation and reification to support the required co-ordination … With insufficient participation, our relations to broader enterprises tend to remain literal and procedural: our co-ordination tends to be based on compliance rather than participation in meaning … With insufficient reification, co-ordination across time and space may depend too much on the partiality of specific participants, or it may simply be too vague, illusory or contentious to create alignment." (Wenger, 1998, p. 187)

To the extent that a deep conceptual change involves importing practices and perspectives from one community of practice into another, such change involves what Wenger calls "boundary encounters." Such encounters change the way each community defines its own identity and practice. Crucial to the success of the boundary encounter is the role of highly skilled "brokers", who straddle different communities of practice and facilitate the exchange process.

"The job of brokering is complex. It involves processes of translation, co-ordination and alignment between perspectives. It requires enough legitimacy to influence the development of a practice, mobilise attention and address conflicting interests. It also requires the ability to link practices by facilitating transactions between them, and to cause learning by introducing into a practice elements of another. Toward this end, brokering provides a participative connection – not because reification is not involved, but because what brokers press into service to connect practices is their experience of multi-membership and the possibilities for negotiation inherent in participation." (Wenger, 1998, p. 109)

CoPs Versus Team

- Communities of practice are commonly confused with other types of teams and focus groups. Heather Smith and James McKeen from the School of Business at Queen's University include a great chart outlining the difference between communities of practice and other functional teams in their article "Creating and Facilitating Communities of Practice" (May 2003).

Aspect	**CoPs**	**Teams**
Objective	To share knowledge and promote learning in a particular area	To complete specific projects
Membership	Self-selected; includes part-time and marginal members	Selected on the basis of the ability to contribute to the team's goals; ideally full-time
Organisation	Informal, self-organizing, leadership varies according to the issues;	Hierarchical with a project leader/manager
Termination	Evolves; disbands only when there is no interest	When the project is completed (in some cases, a team may evolve into a community)
Value Proposition	Group discovers value in exchanges of knowledge and information	Group delivers value in the result it produces.
Management	Making connections between members; ensuring topics are fresh and valuable.	Coordination of many interdependent tasks.

CoPs and knowledge management

- The benefits that Communities of Practice claimed as part of a Knowledge Management program have led them to become the focus of much attention. Earlier approaches to KM treated knowledge as object (Explicit knowledge); however Communities of Practice offer a way to theorise tacit knowledge which cannot easily be captured, codified and stored.

* The relationship between CoPs and Knowledge Management is discussed in the article: The Duality of Knowledge.

* The relationship between CoPs and organizational knowledge strategy is discussed in the article: Knowledge management as a doughnut: Shaping your knowledge strategy through communities of practice.

Further Reading

For the application of a community-based approach to knowledge in organizations

- *Cultivating communities of practice: a guide to managing knowledge.* By Etienne Wenger, Richard McDermott, and William Snyder, Harvard Business School Press, 2002.
- *Communities of practice: the organizational frontier.* By Etienne Wenger and William Snyder. Harvard Business Review. January-February 2000, pp. 139-145.
- Knowledge management is a donut: shaping your knowledge strategy with communities of practice. By Etienne Wenger. *Ivey Business Journal*, January 2004.

For in-depth coverage of the learning theory

- *Communities of practice: learning, meaning, and identity.* By Etienne Wenger, Cambridge University Press, 1998.
- *Learning in landscapes of practice*. By Etienne Wenger-Trayner, Mark Fenton O'Creevy, Steven Hutchinson, Chris Kubiak, Beverly Wenger-Trayner, Routledge, 2014

For monitoring the value creation in communities of practice and networks

- *Promoting and assessing value creation in communities and networks: a conceptual framework*. By Etienne Wenger, Beverly Trayner, Maarten de Laat, Rapport 18, Ruud de Moor Centrum, Open University of the Netherlands, 2011
- *Strategic evaluation of network activities*. Highlights of the development of the framework and its application to a project in a blogpost. By Beverly Wenger-Trayner, 2015
- *Planning and evaluating social learning*. A video and its transcript about the developments of the framework. By Etienne and Beverly Wenger-Trayner, 2015

Other useful resources

- *Frequently asked questions about communities of practice, networks, and social learning*. By Etienne and Beverly Wenger-Trayner
- *Leadership groups: a practice for fostering leadership in social learning contexts.* By Etienne and Beverly Wenger-Trayner

Collaborative Leadership

SOURCE 1: https://www.forbes.com/sites/carolkinseygoman/2014/02/13/8-tips-for-collaborative-leadership/#4f51205e5fd9

8 Tips for Collaborative Leadership

Today's corporation exists in an increasingly complex and ever-shifting ocean of change. As a result, leaders need to rely more than ever on the intelligence and resourcefulness of their staff. Collaboration is not a "nice to have" organizational philosophy. It is an essential ingredient for organizational survival and success.

One my most popular speaking topics is "The Power of Collaborative Leadership." (In fact, this year I'm presenting this seminar in five countries. The topic's popularity stems from corporate clients realizing that "silo mentality" and knowledge hoarding behaviours are wasting the kind of collective brainpower that could save their organization billions. Or lead to the discovery of a revolutionary new process or product. Or, in the current economic climate, help keep their company afloat when others are sinking!

And it's not just corporate profits that suffer when collaboration is low: the workforce loses something too. Individuals lose the opportunity to work in the kind of inclusive environment that energizes teams, releases creativity and makes working together both productive and joyful.

Here are eight tips for building collaboration in your team or organization:

1. Realize that silos can kill your business. Silo mentality is a mind-set present when certain departments or sectors do not wish to share information with others in the same company. This type of mentality will reduce efficiency in the overall operation, reduce morale, and may contribute to the demise of a productive company culture. Silo is a business term that has been passed around and discussed in many boardrooms over the last 30 years. Unlike many other trendy management terms this is one issue that has not disappeared. Silos are seen as a growing pain for organizations of all sizes. Wherever it's found, a silo mentality becomes synonymous with power struggles, lack of cooperation, and loss of productivity.

2. Build your collaboration strategy around the "human element." In trying to capture and communicate the cumulative wisdom of a workforce, the public and private sectors have invested hundreds of millions of dollars in portals, software, and intranets. But collaboration is more than the technology that supports it, and even more than a business strategy aimed at optimizing an organization's experience and expertise. Collaboration is, first and foremost, a change in attitude and behavior of people throughout an organization. Successful collaboration is a human issue. **Use collaboration as an organizational change strategy.** Over the past 25 years, I’ve worked with a variety of very talented leaders, and one thing I know for sure: Regardless of how creative, smart and savvy a leader may be, he or she can’t transform an organization, a department or a team without the brain power and commitment of others. Whether the change involves creating new products, services, processes - or a total reinvention of how the organization must look, operate, and position itself for the future - success dictates that the individuals impacted by change be involved in the change from the very beginning. **4. Make visioning a team sport.** Today’s most successful leaders guide their organizations not through command and control, but through a shared purpose and vision. These leaders adopt and communicate a vision of the future that impels people beyond the boundaries and limits of the past. But if the future vision belongs only to top management, it will never be an effective motivator for the workforce. The power of a vision comes truly into play only when the employees themselves have had some part in its creation.

5. Utilize diversity in problem-solving. Experiments at the University of Michigan found that, when challenged with a difficult problem, groups composed of highly adept members performed *worse* than groups whose members had varying levels of skill and knowledge. The reason for this seemingly odd outcome has to do with the power of diverse thinking. Group members who think alike or are trained in similar disciplines with similar bases of knowledge run the risk of becoming insular in their ideas. Diversity causes people to consider perspectives and possibilities that would otherwise be ignored.

6. Help people develop relationships. The outcome of any collaborative effort is dependent upon well-developed personal relationships among participants. Not allowing time for this can be a costly mistake. For example, all too often, in the rush to get started on a project, team leaders put people together and tell them to "get to work." You'll get better results if your give your group time (upfront) to get to know one another, to discover each other's strengths and weaknesses, to build personal ties, and to develop a common understanding about the project.

7. Focus on building trust. Trust is the belief or confidence that one party has in the reliability, integrity and honesty of another party. It is the expectation that the faith one places in someone else will be honored. It is also the glue that holds together any group. I recently conducted a survey of middle managers in an attempt to pinpoint the state of trust and knowledge sharing in their various organizations. What I found is a crisis of trust: suspicious and cynical employees are disinclined to collaborate -- sharing knowledge is still perceived as weakening a personal "power base." Leaders demonstrate their trust in employees by the open, candid, and ongoing communication that is the foundation of informed collaboration.

8. Watch your body language. To show that you are receptive to other people's ideas, uncross your arms and legs. Place your feet flat on the floor and use open palm gestures (which is a body language display inviting others into the conversation). If you want people to give you their ideas, don't multi-task while they do. Avoid the temptation to check your text messages, check your watch, or check out how the other participants are reacting. Instead, focus on those who are speaking by turning your head and torso to face them directly and by making eye contact. Leaning forward is another nonverbal way to show you're engaged and paying attention, as is head tilting. (The head tilt is a universal gesture of *giving the other person an ear.)* To encourage team members to expand on their comments, nod your head using clusters of three nods at regular intervals.

Collaborative Leadership

SOURCE 2: **https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main**

A collaboration among several groups and individuals is often needed to address a complex issue, and collaboration requires collaborative leadership. Collaborative leadership means maintaining a process that includes everyone involved in an issue or organization. A process that depends on collaborative problem solving and decision making. In this section, we will explore collaborative leadership, why it is useful, and how to practice in effectively.

WHAT IS COLLABORATIVE LEADERSHIP?

Collaborative leadership is really defined by a process, rather than by what leaders do. It has much in common with both **servant leadership** and **transformational leadership**. It starts, according to David Chrislip and Carl Larson, in *Collaborative Leadership*, from the premise that "...if you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of the organization or community."

Collaborative leadership can be employed in almost any situation, and indeed is practiced in some businesses with great success, but is seen more often in community coalitions and initiatives, in community-based health and human service organizations, or in alternative education. People often find it particularly useful in situations where "no one is in charge," where there are issues or problems so complex that no one person or entity has either the information or the power to change them. (This doesn't mean that no one has *responsibility*, but rather that sharing responsibility for the issue is necessary in order to arrive at a successful resolution of it.)

While it can be practiced in a number of ways, good collaborative leadership is almost always characterized by some specific traits. Among the most important:

- Collaborative problem-solving and decision-making. It's not the leader's job to decide what to do and then tell the group. Rather, the group considers the problem, decides what to do, and counts on the leader to help them focus their effort.
- Open process. The leader - or some other interested party, like Putnam's mayor - doesn't just start with his goals in mind and steer the group in that direction. Collaborative leadership means that the process of decision-making is truly collaborative, and has no set end-point when it begins. The end result is worked out among all the participants: that's collaboration.
- Leadership of the process, rather than the group. The purpose of collaborative leadership is to help the collaborative process work, rather than to lead the people involved toward something - to a particular decision, for instance, or in a particular direction.

There are some differences between collaborative leadership within an organization and collaborative leadership among organizations. In the first case, a leader may have to spend much of her time initially trying to coax people to take leadership roles in certain circumstances, or even to participate in collaborative decision-making. In the second instance, a leader's biggest task may be to keep everyone from trying to lead in different directions all at once.

There are really two ways to define collaborative leadership. In this section, we will focus on the first of these situations, though the orienting principles are the same in both cases.

- *Collaborative leadership: leadership of a collaborative effort*. This definition refers to taking a leadership role in a coalition, organization, or other enterprise where everyone is on an equal footing and working together to solve a problem, create something new, or run an organization or initiative. The leader is not in control of the group, but has responsibility for guiding and coordinating the process by which the group decides upon and carries out actions to accomplish its goals.

- *Leading collaboratively: leadership **as** a collaborative effort*. In this case - usually in an organizational rather than a coalition or community setting - leadership may shift, by group decision, from one person to another as different talents or abilities are called for, or (more often) leadership is permanently shared by all, or several, members of the group. Here, there is no one leader: the group functions as a true collaborative, and guides itself.

WHY PRACTICE COLLABORATIVE LEADERSHIP?

A coalition or other collaboration will nearly always function best with collaborative leadership. Most other organizations and enterprises may function without collaborative leadership, but there are benefits that collaborative leadership can confer even in situations where there are other possible choices.

Advantages of collaborative leadership include:

- *Buy-in*. Collaborative leadership encourages ownership of the enterprise, whether it's a coalition, an organization, a business, or a community project. By involving everyone in decision making and problem solving, it makes what people are doing theirs, rather than something imposed on them by someone else. The sense of ownership builds commitment to the common purpose.
- *More involvement in implementation*. Members of a collaborative group are more likely to be willing to take responsibility for implementing the group's action plan, because they were part of developing it.
- *Trust building*. Collaborative leadership, by its use of an open process and its encouragement of discussion and dialogue, builds trust among those involved in the enterprise.
- *Elimination of turf issues*. Similarly, collaborative leadership can help to address turf issues through establishing mutual trust, making sure everyone's concerns are heard, and helping organizations, factions, or individuals find common ground and work together.

Turf issues arise when individuals or organizations feel someone else is invading their "turf," their professional or philosophical or personal territory. In a community, this can mean competition among organizations for prestige, credibility with a target population, or - worst of all - funding, and can result in organizations that should be natural allies working against one another. In an organization, it can mean individuals asserting "ownership" of information, the use of equipment, or administrative procedures, and can cause disastrous splits among staff and ineffective and inefficient operation.

- *Access to more and better information and ideas*. When all involved in an issue are party to addressing it, they bring with them a wealth of information, as well as a variety of perspectives. As a result, the solutions they arrive at are likely to be better than those developed in a vacuum, or by only a small number of people.
- *Better opportunity for substantive results*. The combination of ownership of the process and its results, trust, real collaboration, and better planning yields real success in the real world. In looking at successful community development efforts, Chrislip and Larson found that nearly all were characterized by collaborative leadership.
- *Generation of new leadership*. Collaborative leadership helps to train new leaders from within the group, thus assuring continuity and commitment to the issues the group is addressing.
- *Community or organizational empowerment*. The inclusion of all stakeholders - anyone with an interest or involvement in an issue or organization - in problem-solving and decision-making not only prepares potential leaders, but leads to people taking more responsibility and caring more about what they do. It leads to better functioning in every sphere.
- *Fundamental change for the better in the ways communities and organizations operate*. Collaborative leadership breeds more collaborative leadership and more collaboration, leading to a different way of looking at solving problems. This in turn brings more willingness to find common ground and common cause with others, more willingness to tackle new issues, and more effective and wide-reaching solutions.

For all its advantages, there are disadvantages that go with collaborative leadership as well. It can be frustrating, and there's no guarantee that it will work with a particular group.

The major difficulties with collaborative leadership include:

- *It's time-consuming*. Collaboration takes time, and decision-making that involves a large number of people and organizations may seem to proceed glacially - very slowly, and with a great deal of friction.
- *It demands the ability to face conflict directly* and mediate it to a resolution acceptable to everyone. Collaborative leadership is not a job for people who like everything calm and who would prefer that no one ever raise her voice.
- *It may mean trying to overcome resistance to the whole idea of collaborative leadership*. Many people, particularly in organizations, would prefer a leader to tell them exactly what they need to do, so they know they're doing the right thing. Being asked to share leadership just makes them resentful, and leaves them feeling that the

leader isn't doing her job. Selling the concept may be the hardest part of the job.

At the beginning of Chapter 13, Section 3: Styles of Leadership, there is a true story of a high school principal who tried for several years to be a collaborative leader. His overtures were roundly rejected by a majority of the school's faculty, who preferred to do what they had always done, and to know exactly what the rules were. He eventually left the school, having succeeded only marginally in convincing teachers to become more collaborative, and to take more control of their teaching.

- *It can lead to groups taking what seems to you to be the wrong path*. As a collaborative leader, you have to be able to let go of your own ideas and biases, and maintain a process that will guide the group to its own goals, strategy, and action plans.
- *It demands that leaders subordinate their egos*. You're not the boss in this situation, and furthermore, you may not get any credit if the group is successful.

Whether or not these last two possibilities actually play out depends on the situation. In an organization, the opinions and status of a collaborative leader might still carry more weight than those of other staff members, regardless of how hard he tries to eliminate any hierarchy. In a coalition or community-wide collaboration, even though there may be more and more varied participants, it may be easier for the leader to be seen as a peer.

WHEN IS COLLABORATIVE LEADERSHIP APPROPRIATE?

Collaborative leadership is not always the best solution for a particular group. In the military, for instance, particularly in a combat situation, collaborative leadership would be fatal: while the group carefully worked out its plans, it would be overrun. There are numerous other situations - often related to how quickly decisions have to be made and how decisively people have to act - where collaborative leadership wouldn't work well. Time is clearly a factor, as is the ability of a group to gather and digest information, its level of experience and judgment (you wouldn't put pre-schoolers in charge of their own safety, for instance), its freedom to act, etc.

So how do you know when to employ collaborative leadership? Here are some possibilities to consider:

- **When the timing is right.** Good timing is often necessary for collaborative leadership to succeed. When circumstances conspire to bring a situation to a crisis point, that can break down barriers and convince otherwise-reluctant stakeholders that they need to collaborate. By the same token, when things are going well, there may be the time, the funding, and the common will to take on a new collaborative effort.
- **When problems are serious and complex, and both affect and require attention from a number of individuals and groups**. This is the kind of situation, referred to earlier, when no one is in charge. It's impossible for any one individual or group to solve the problem by tackling it alone. At the same time, the seriousness and complexity of the problem mean that it's in the self-interest of the individuals and groups involved to put turf issues and the like aside, and to collaborate on dealing with it.
- **When there are a number of diverse stakeholders, or stakeholders with varied interests**. In order for these stakeholders to work together, collaborative leadership is needed to build trust - both among stakeholders and in the process - and to make sure that everyone's agenda is heard and honestly considered.
- **When other attempts at solutions haven't worked.** Individual organizations or officials may have tried to deal with an issue and failed, or a coalition may have faltered because of internal conflict and/or inability to generate effective action.
- **When an issue affects a whole organization or a whole community**. If everyone's affected, everyone needs a voice. Collaborative leadership can provide the opportunity for all to be heard and involved.
- **When inclusiveness and empowerment are goals of the process from the beginning**. A coalition that has set out, for instance, to broaden political participation throughout the community would do well to operate with collaborative leadership and a collaborative process. Such a structure would give it credibility among those it's trying to reach, and would also provide that target population with the opportunity to develop its own voice, and to increase its ability to participate fully.

WHO ARE COLLABORATIVE LEADERS?

While no one walks around with a name tag saying "Hi, I'm a collaborative leader," potential and actual collaborative leaders are everywhere in a community or organization. They may be independent consultants hired for their facilitation skills, or they may emerge from unexpected places - the corner office of a powerful business, for instance, or a three-room apartment in a public housing complex. Regardless of who they are or where they come from, collaborative leaders usually have some characteristics in common.

Collaborative leaders are - or quickly become - trusted and respected by all the groups and individuals they have to deal with.

Depending on the circumstances, this may mean that they're viewed as neutral, unconnected to any of the interests involved in the collaboration, or having no prior history with any group, and therefore unbiased. Or it may mean that they have a solid reputation for fairness and integrity. It almost always means that, while they may stand to gain from the success of the collaboration, they have nothing personal to gain from their leadership position.

Collaborative leaders relate to diverse groups and individuals with respect and ease.

The necessity of approaching everyone with openness and without condescension, and of being trusted by people of diverse backgrounds and experience, make this quality a great asset for a collaborative leader.

Collaborative leaders have good facilitation skills.

Because they have to deal with whatever comes up in the collaborative process, collaborative leaders have to be skilled at facilitating more than meetings. Facilitation skills include:

- *A tolerance for and understanding of how to use conflict.*
- *The ability to involve everyone and make sure all voices are heard.*
- *The capacity to restate arguments, ideas, or issues so that everyone's clear on them.* This includes the gift for reframing debate to disarm or enlist as allies many who might otherwise be opponents.
- *An understanding of group process.*

The words "group process" often conjure up graduate school courses and psycho-social models of how a group works. Some people may not have this educational or professional background, but have an intrinsic understanding of what's happening in a group, and of how to intervene to address whatever needs to be addressed. If that's the case, groups quickly learn to trust their judgment.

- *An ability to see the big picture.* A good facilitator can both view the process that the group is going through, and consider and act on it in light of what's needed to realize the group's goals.

Collaborative leaders are catalysts.

They bring the right people together at the right time to make things happen, and continue to sustain the process that will lead the collaborative to success.

Collaborative leaders nurture new leadership within the collaboration and the community.

Rather than trying to protect their leadership positions, good collaborative leaders encourage potential leaders. They provide opportunities for them to hone their leadership skills, and afford mentoring and support. Collaborative leaders know that new leadership is the life breath of a collaboration.

Collaborative leaders have a commitment to the collaborative process and to finding real solutions to problems.

Good collaborative leaders have to believe in the process, and to champion and maintain it, often in the face of strong opposition. At the same time, they have to keep everyone moving toward the group's goals, even when it feels like nothing's happening.

Collaborative leaders keep the focus on what's best for the group, organization, or community as a whole.

Just as the leader has to be willing to let go of his ego or specific concerns, he tries to help group members learn to do the same, and to focus on solutions that address the broadest, rather than the narrowest, interests.

HOW DO YOU PRACTICE COLLABORATIVE LEADERSHIP?

There are a number of elements that need to be mentioned in any discussion of the practice of collaborative leadership: leadership of the process; understanding of the context of leadership in a particular situation; the role of motivator; flexibility and persistence; and the importance, already referred to more than once, of the leader's willingness to put aside her own ego. We'll look at each of these elements in turn.

LEAD THE PROCESS, NOT THE PEOPLE.

As a collaborative leader, your most important task is not to make sure that the group comes up with the "right" ideas or plans, or to produce single-handedly the vision or goals that it needs to follow. Your main job is to establish, maintain, and safeguard the collaborative process that allows everyone to participate fully in the group's work. In order to fill your role well, there are a number of things you need to do:

Help the group set norms - for meetings, communication, and general operation - that it can live by, and that encourage respect, participation, and trust.

Norms may be stated or unstated, depending on the group and its needs, but in general, the more explicit they are, the better. They can range from, say, the formality of Robert's Rules of

Order as a structure for meetings, to the arrangement of seating (chairs in a circle - often an unstated norm), to the responsibilities of particular subgroups or individuals, to guidelines for discussion (no interruption until someone's thought is finished, no name-calling, etc.)

Assure that everyone gets heard.

That means not just letting people speak in meetings, but actively soliciting the opinions of those who haven't spoken, and recording and reviewing with the group everyone's concerns and ideas as you discuss possibilities. Between meetings, it means communicating any news and developments to people on a regular basis and giving them a chance to respond, and making sure they communicate with one another.

Encourage and model inclusiveness.

As a collaborative leader, you have an obligation to invite participation from all segments of the community or organization, to welcome new participants and make sure they meet others (and to encourage other members to do the same), to include them in discussion and subgroups, to help them gain whatever skills they need to participate fully, etc. Perhaps most important, you should be instrumental in creating an atmosphere where all these things happen automatically, without your intervention.

Help people make real connections with one another.

In order to develop trust, especially in those who might formerly have been seen as competitors or enemies, people need time to get to know one another. It's up to the collaborative leader (as well as others) to make sure they get it, in an atmosphere that's safe and open. The leader must exhibit trust as well as encouraging it

As is probably obvious here, the collaborative leader must set an example by practicing what she preaches. To a large extent, the group will become what the leader models, and therefore, she must model what she wants the group to become. Modeling all the functions on this list will help a leader to institutionalize the collaborative process.

Mediate conflicts and disputes.

In any group, conflict is almost inevitable. Trying to ignore it and hoping it will go away is probably the absolute worst way to handle it. In collaborative groups, especially, it needs to be faced head-on and not only resolved, but used constructively, to build trust and further the work of the group. Creative dispute resolution is a vital function of collaborative leadership.

Help the group create and use mechanisms for soliciting ideas.

Suggesting and teaching, if necessary, such techniques as brainstorming; introducing research or other relevant ideas from outside the group; gaining the help of knowledgeable non-members (university faculty or graduate students, for instance) - these are some of the ways that a collaborative leader can assist the group to examine complex issues and come up with potential solutions.

Maintain collaborative problem-solving and decision-making.

The leader must guard against an individual, organization, or small group running away with the process. In many circumstances, it's not only reasonable but necessary to ask a small group to come up with suggestions or plans. But the larger group should instruct them to do so in the first place, and their results should come back to the larger group for discussion and approval.

Push the group toward effectiveness by:

- Urging it to come to decisions after there's been enough discussion.
- Helping it to devise appropriate action plans.
- Making sure that people take and honour responsibility for implementing action plans in a timely and competent way.
- Holding people accountable to their implementation (and other) responsibilities.
- Reminding the group to evaluate, adjust, and re-evaluate both plans and their implementation, based on results.

Help the group choose initial projects that are doable, in order to build confidence and demonstrate collaborative success.

It's important that the collaborative leader do all she can to encourage the group to take on tasks that can be accomplished with the available time and resources. Initial success will both motivate the group and give it legitimacy.

Help the group identify and obtain the necessary resources to do the work.

Insist on and protect an open process, one that has no expected outcome when it starts, no predetermined decisions demanding only the group's rubber stamp. The process should belong to the group from the very beginning.

Keep the group focused on what's best for the organization, collaborative, or community as a whole, rather than on individual interests.

KNOW THE LEADERSHIP CONTEXT

The context of leadership - all the elements that affect what a leader may have to face and what will be required of him - is unique to each situation. As a collaborative leader, you need to understand your particular situation fully, so that you're not caught by surprise by a development that you could have anticipated

The community. Important factors here are:

- *The current circumstances.* What are the issues that the coalition or organization is responding to, and why are they issues?
- *History.* What brought the community to this point? What is its history of trying to deal with the current issues? Are there roadblocks that might be thrown up as a result of what happened in the past?
- *The stakeholders and other interested parties.* What are their relationships to the issues? Perhaps more important, what are their relationships to one another? How might those relationships help or hinder the effort?
- *Community attitudes.* Are there things you need to know about how most people in the community view particular issues, or about what they'll respond to and what they won't accept?

The nature of the problem. The nature of the problem can be considered in two ways. The first is **problem type**. Chrislip and Larson, following Ronald Heifetz and Riley Sinder, put problems in three categories:

- *Type I* is an obvious, clearly-defined problem with an equally obvious, clearly-defined solution that can be exercised by an expert. (The remedy for a broken window is to replace the glass, which can be done by anyone who knows how to glaze windows.)
- *Type II* is a clearly-defined problem, but one whose solution requires both an expert and effort on the part of those affected as well. (If your windows are always broken because you keep hitting baseballs into them during backyard games, they not only need glazing, but you need to take your games farther away from your windows.)
- *Type III* problems have neither a clear definition nor a clear solution. (All the windows in the neighbourhood are continually broken, and no one knows why.)

Barriers to collaboration. Collaborative leaders are often confronted with situations or factors that work against collaboration. It's important to anticipate the most common of these, and to be aware of some ways to eliminate them.

- *If people don't know how to work together*, teach them. A community development effort in Newark, NJ, brought in a consulting firm to facilitate group building and to teach collaborative problem-solving and other techniques.

- *If there are turf issues*, emphasize the benefits to everyone of collaboration. Show people that they're better off collaborating, and the chances are that they will.
- *If there's unfortunate community history*, either among organizations and individuals, or with the issue itself, mediate disputes; point out the differences between now and then; point out the differences between collaboration and groups working separately; and structure the situation so that groups and individuals can interact and make connections.
- *If professionals or some other elite seem to be dominating the collaboration*, work with that group to emphasize the importance of inclusiveness, while modeling it yourself. At the same time, provide support and, if necessary, training for others so that they feel more comfortable participating. Structure face-to-face situations (meetings, workshops, etc.) to equalize input from everyone.
- *If there are poor links to the community*, forge new ones. Bring people together through introductions and events. Encourage organizations and groups to reach out with active solicitation of help and advice, publicity, public education, and events.
- *If there is little organizational capacity*, find resources to hire a coordinator, or tap the collaboration's internal resources for one. Create, with the collaboration as a whole, structures that address this issue.
- *If there seems to be no funding available*, look for unusual sources, as well as looking within the collaboration for ideas. At the same time, work on projects that are significant, but require little or no funding to complete.

  As is mentioned in many places in the Tool Box, resist applying for or accepting funding that isn't directly relevant to what the collaboration wants or needs to do, and that isn't consistent with the goals, mission, and philosophy of the group. Selling your principles will cause far more problems than the money will solve.

The group's capacity for change. Organizations, groups, and communities vary greatly in their acceptance of change in general and in their openness to particular kinds of change. It's important to start where the group is, rather than at some point which most members may see as radical or impossible. Knowing how ready a group is to try something new can mean the difference between a highly successful collaboration and a group that breaks up with recriminations and a certainty that collaboration doesn't work.

Motivate, motivate, motivate

Keeping the collaboration or organization enthusiastic and eager to continue its work is a significant part of the collaborative leader's role. Being upbeat, even when things look bleak, keeping the group focused on the future and on the larger picture, and identifying and celebrating even the small successes all act to strengthen commitment and guard against discouragement and burn-out.

At the same time, the leader has to ensure that there continue to be reason for optimism and successes to celebrate by being realistic. It's also part of her job to act as a reality check, and keep the group from taking on more than it can accomplish. Success is usually incremental, step by step. In guiding those steps, and making sure that the group doesn't try to run before it can walk, the collaborative leader not only safeguards the group's effectiveness, but provides motivation as well.

Be flexible; be unyielding -

Be flexible in:

- Trying out new ideas, and ideas from unusual or unlikely sources
- Changing course when the situation demands it
- Letting go of something that's not working
- Creating opportunities for more participation
- Protecting the integrity of the open, collaborative process
- Inclusiveness
- Keeping the group on track
- Advocating for what's in the best interests of the organization or community as a whole

Be unyielding in:

Check your ego at the door

As a good collaborative leader, you have to let go of your own ego, and forget about taking credit or being seen as a hero. The role calls for contributing to problem-solving and decisions, but only as a member of the group. The group has to go through its own process, and you, as leader, have to accept the decision it comes to.

This doesn't mean you can't argue for a different position, or that you can't refuse to participate in something you consider unethical. It's important, and is in fact your duty, to model reason and integrity. But while you shouldn't budge on integrity, your reasoning may be faulty, or may simply fail to convince others. If you make your argument forcefully, and people don't buy it, integrity dictates that you respect the process and go along with what's decided.

If you're absolutely certain that the group's plan is suicidal, you can, of course, refuse to participate. But you can't force a collaborative enterprise into a path it's not willing to take.
In addition, you have to encourage ideas from all quarters, and encourage new leadership from within the group. Often, you may step aside while others assume leadership on particular

issues. In some situations, it may be best for you to step aside permanently, and cede leadership entirely. The ability to do that may be the true mark of a collaborative leader.

IN SUMMARY

Collaborative leadership is the leadership of a process, rather than of people. It means maintaining a process that allows for the inclusion of all stakeholders involved in an issue or organization or community effort; that depends on collaborative problem-solving and decision-making; and that is open and open-ended, with no foreordained conclusions. It is particularly valuable in situations where "no one is in charge," where the size and complexity of problems make it impossible for any individual or organization alone to effect change.

Collaborative leadership encourages ownership of the collaborative enterprise, builds trust and minimizes turf issues, allows for more and better information, leads to better and more effective solutions, encourages new leadership from within the collaboration, empowers the group or community, and can change the way a whole community operates. It can also take inordinate amounts of time, and requires that leaders deal with conflict and resistance to the collaborative process, bite their tongues as the group moves in directions they don't agree with, and subordinate their egos to the process of the group.

In general, the advantages far outweigh the disadvantages, but not in every situation. The best times for collaborative leadership are when the timing is right; when complex and serious problems arise; when stakeholders are characterized by diversity and/or a variety of interests; when other solutions haven't worked; when an issue affects a whole organization or community; or when empowerment is a goal of the process from the beginning.

While collaborative leaders may come from anywhere, they usually have in common community credibility; the ability to relate comfortably to everyone in the community; good facilitation skills; the ability to be catalysts; a commitment to the collaborative process; and a commitment to the common good, rather than to narrow interests.

To be a good collaborative leader, you have to lead, maintain, and safeguard the collaborative process; understand and use the leadership context (the community and the nature of the problem you're facing); be a motivator with a firm footing in reality; be flexible in your dealings with people and inflexible in your defence of the inclusiveness, openness, and collaborative nature of the process; and leave your ego needs at home. If you can do all that, the chances are good that your collaborative effort will succeed.

Collaborative Leadership

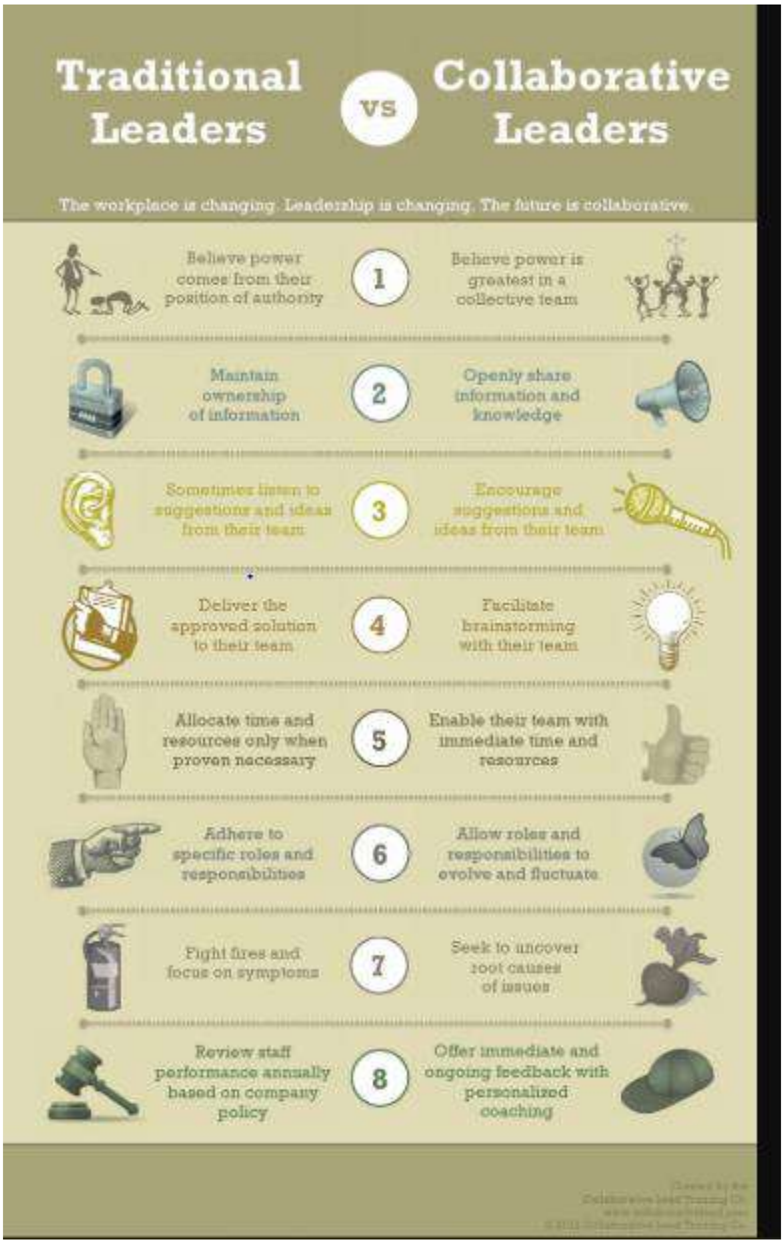
SOURCE 3: https://blog.innocentive.com/2013/11/21/8-differences-between-traditional-and-collaborative-leaders

8 Differences between Traditional and Collaborative Leaders

The modern workplace is changing. As businesses seek innovative solutions to a challenging economic environment, companies are trying different approaches to increase productivity, engage workers and encourage growth. The traditional leadership style of top down management is slowly evolving into a collaborative approach that empowers employees and blurs the lines between boss and worker.

As more companies adopt a culture of open innovation a new style of leadership is emerging. Collaborative leaders take a more open approach in the workplace. Team building and power sharing are replacing the traditional forms of corporate hierarchy. The role of leadership is evolving into a broad based team building approach that encourages creative thought in the workplace. Internal “crowd sourcing” is opening up new paths to corporate growth and in the process, creating a new business model that gives employees more ownership of their work than ever before. The future is most definitely collaborative.

Here is a comparative look at eight major differences between the traditional leadership approach and the new style of collaborative leadership.



Power

Traditional Leaders: The traditional corporate approach to power is one of singular authority. Traditional leaders in the corporate world believe that their power derives from their position of authority. Old school corporate hierarchy often bestows power based on longevity with a secondary look at prior results. The longer you stay with your firm, the farther up the ladder you progress, the greater your power.

Collaborative Leaders: The new approach of collaborative leadership recognizes that power is greatest in a collective team. By encouraging equal participation across all levels, collaborative leaders allow solutions to develop from the best ideas of the group and take a team approach to problem solving.

2. Information

Traditional: Maintaining ownership of information is the hallmark of traditional leaders. From a power perspective, information is power. Releasing information on a “need to know” basis allows traditional leaders to maintain authority and control.

Collaborative: Open information sharing is the cornerstone of collaborative leadership. Getting everyone on the same page in a project requires information sharing. Education also plays a role. The more cross training available, the more creative approaches to problem solving can develop and be implemented.

3. Idea Generation

Traditional: Traditional managers will occasionally entertain suggestions or be open to ideas from their team. In a top down hierarchy, the decisions generally come from the executives at the top of the food chain. Because information is closely held, management may know of circumstances that drive the decision making process that may be withheld from team members.

Collaborative: The art of collaboration gives everyone on the team a voice. Leaders are generally open to suggestions and ideas from their team and recognize that brainstorming and different perspectives can bring unique insights.

4. Problem-solving

Traditional: In a traditional corporate culture, solutions are generally delivered to team members. These decisions are made in the boardroom or the executive suite, approved and passed on.

Collaborative: In a collaborative environment, solutions are brainstormed among team members and facilitated by management. Collaborative leaders recognize the power of a group approach to problem solving.

5. Resource Allocation

Traditional: The traditional approach to resource allocation is generally reactive. Resources are provided only when deemed necessary by upper management and often brought to a committee for approval prior to deployment. This process takes time and focus away from a project and can result in stress being placed on the team by forcing them to deal with issues or challenges without the necessary resources.

Collaborative: A collaborative environment is based on trust and resources may be delivered proactively. Team leaders will enable their teams to flourish by providing resources and allocating time, quickly. This allows projects to develop more rapidly, as employees have access to the corporate resources (time, money, materials) necessary to do their jobs efficiently.

6. Rules and Responsibilities

Traditional: Traditional corporate culture relies on a series of rules, regulations and a hierarchy that force managers and team leaders to adhere to specific roles and responsibilities for both them and their teams. This can stifle the creative process and result in team members working in relative isolation as information and resources are shared and provided on a "needs" basis.

Collaborative: In a collaborative environment teams are encouraged to work together. Information, resources, knowledge, time and effort are shared. This allows roles and responsibilities to evolve and fluctuate based on the greater good.

7. Resolving Issues

Traditional: In a traditional culture issues are often dealt with on an individual basis with no regard to the root cause of the problem. This keeps managers fighting fires instead of instituting beneficial change that could prevent issues from arising.

Collaborative: The basis of collaborative leadership is trust. Because team members are given more responsibility for their work, leaders are often more involved in the process. This means that as issues arise they are often dealt with swiftly. Collaborative leaders look for the root cause of conflict as it arises, and address solutions promptly to keep work moving forward.

8. Performance and Feedback

Traditional: Most traditional corporations practice a semi-annual or annual review process based on corporate policy. This can be detrimental to employee morale. If an employee has had a banner year, but in the last month missed a deadline or a project they were managing ran over budget, it can result in a negative performance review. This can damage morale and increase turnover as employees who feel they were unfairly judged may seek greener pastures elsewhere.

Collaborative: The nature of a collaborative environment means that leaders and team members are equally valued and work closely together on a daily basis. This gives the opportunity for immediate feedback, praise and constructive criticism. A collaborative environment is nurturing and offers the opportunity to share knowledge and educate members on an ongoing basis. Collaborative leaders often share their knowledge and experience by offering ongoing personalized coaching to other team members.

Conclusion

Traditional leadership has served corporate culture well since the beginning of the industrial revolution. In a world of manufacturing, traditional approaches work. They allow executives to understand the market and make decisions based on information that is not necessarily important to lower level employees who have specific functions with the organization.

As we’ve entered the information age, and competition has become a worldwide phenomenon, new forms of leadership are beginning to emerge and take hold. Spurred on by a challenging economic environment, and international competition, companies are seeking new paths to growth. Workers are seeking more autonomy and engagement in their daily work. Collaborative leadership is the future of business. It addresses concerns both at the corporate and individual level and offers solutions that can result in increased business opportunities, personal and professional satisfaction for employees and innovation leading to growth for the corporate bottom-line.

A collaborative environment is creative, innovative and beneficial to any organization. Change can be difficult, but putting some collaborative techniques in place, is a smart business decision that pays dividends for the long hall. Does your company have a plan?

Powerful Vision Statements

Source 1: https://www.dreamachieversacademy.com/five-elements/

Five Essential Elements of Powerful Vision Statements

Although most leaders craft a vision statement for their organizations, many vision statements are not as powerful and as clear as they should be.

A powerful vision statement is the differentiator between organizations that achieve great results no matter what adversities they may face and those that disappear once they hit the first storm. A true vision statement links you with your passion which provides you and your people energy and moves you forward toward fulfilling your dreams and leaving a legacy behind. Having a powerful vision keeps your inner batteries fully charged 24/7.

Following are five essential elements of a powerful vision testimony that works. If your vision testimony misses any of these elements, take some time to revise it.

Your vision statement should be positive

Positive words generate positive energy. When you read a positive statement you are filled with positive energy. Your vision declaration should include positive words in order to radiate positive energy so that when people read it or hear it they feel connected.

Take a look at your vision statement. Replace negative words with positive ones and low impact words with high impact ones. For instance if your vision is “As a team we never fail!”, you may revise it to “As a team we always win!” to make it positive. You may even change it to “As a team we always thrive by moving forward!” to make it even more positive and impactful. Remember that you go wherever your mind goes. When you use positive words, your mind will focus on the positive side.

Your vision statement should be in present tense

Vision refers to visualizing the future and painting it at present. It is like living the dream. When we have the vision statement in future tense, we may think that it is far from reach or something that would happen sometime in future. We might not connect much to vision announcements in future tense. However, when we make the vision statement in present tense, it feels like that we are living it. It becomes alive. As a result our subconscious mind conditions itself for believing and achieving it.

Now, review your vision testimony and change the verbs to present tense, if any. For instance, "As a team we will win!" can be replaced by "As a team we always win!" The impact of the latter statement is much more than the first one.

Your vision statement should be short

Lengthy vision descriptions typically lose their impact and may cause people to disconnect. Short and clear yet rich and powerful vision statements are easy to remember and easy to communicate.

As an example, this long sentence "We help big corporate companies, organizations, small companies, communities, teams, families, couples, and individuals build upon their strengths, transform their weaknesses to strengths, and as a result grow and succeed" can be replaced by "We help our customers grow and succeed".

So review your vision statement and shorten it, if possible, by taking unnecessary words out and making the statement rich of positive and impactful words.

Your vision statement should be challenging

Powerful vision testimonies pose some challenges to motivate people for growth and achieving something bigger. A visionary leader dreams something big enough to challenge themselves and their organizations and take everyone out of their comfort zones. When there is no challenge, there is no growth.

For instance, the statement "We provide solutions to our customers" may be an ordinary sentence. However, "We are the global leader in providing creative solutions to our customers" is definitely more challenging as it demands for becoming the global lead in providing creative solutions.

Take a look at your vision sentence. If it is not challenging enough, you may revise it to a more challenging vision that motivates you and your team for taking the challenge and achieving it.

Your vision statement should be relating

If people cannot relate themselves to the vision, it is like not having vision at all. Vision descriptions should touch people in one way or another. When people can relate themselves to the vision, they become interested in fulfilling the vision.

Vision statements should also relate to the organization's core values and mission. Those visions that have roots in core values will keep you and your organization on track during turbulent times as long as you stick to your core values.

So, check your vision testimony and see if it includes people and if it reflects your core values and the core values of your organization. If it doesn't, you'd better to revise it. For instance, the statement "As a team we always win!" can be replaced by "We help our customers thrive. Their success is our success."

I congratulate for crafting a clear, simple, positive yet powerful vision testimony. You are on your way toward becoming a visionary leader. Don't forget to regularly read it, visualize it, and communicate it.

Powerful Vision Statements

SOURCE 2: https://blog.hubspot.com/marketing/inspiring-company-mission-statements

17 Truly Inspiring Company Vision and Mission Statement Examples

Think about those brands you purchase from over and over, even when there are cheaper options out there. Why do you choose the ones you choose?

Do you usually fly on a particular airline? Do you buy your coffee from the same place every morning? Do you recommend a specific restaurant whenever out-of-towners ask for suggestions? Well, there's a good reason for it.

The reason we stay loyal to brands is because of their values. The best brands strive to combine physical, emotional, and logical elements into one exceptional customer (and employee) experience that you value as much as they do. Nowhere are those values more visible than in the company's mission statement.

When you successfully create a connection with your customers and employees, many of them might stay loyal to you for life. This helps you increase your overall profitability while building a solid foundation of brand promoters.

Free guide: How to define inspiring mission and vision statements.

But achieving that connection is no easy task. The companies that succeed are ones that stay true to their core values over the years and create a company that employees and customers are proud to associate with.

That's where company vision and mission statements come in.

Mission Statement vs. Vision Statement

Let's start with a bit of a vocabulary lesson to differentiate between these two types of company statements.

Vision Statement

A **vision statement** describes where the company aspires to be upon achieving its mission. This statement reveals the "where" of a business -- but not just where the *company* seeks to be. Rather, a vision statement describes where the company wants a *community*, or the *world*, to be as a result of the company's services.

Below are some vision statements from well-known companies to give you a sense of how a vision represents a brand.

- Alzheimer's Association: A world without Alzheimer's disease.
- Teach for America: One day, all children in this nation will have the opportunity to attain an excellent education.
- Creative Commons: Realizing the full potential of the internet -- universal access to research and education, full participation in culture -- to drive a new era of development, growth, and productivity.
- Microsoft (at its founding): A computer on every desk and in every home.
- Australia Department of Health: Better health and wellbeing for all Australians, now and for future generations.

Mission Statement

If the above examples are vision statements, what's a mission statement? A **mission statement** is, in some ways, an action-oriented vision statement, declaring the purpose an organization serves to its audience. That often includes a general description of the organization, its function, and its objectives. Ultimately, a mission statement is intended to clarify the "what," the "who," and the "why" of a company. It's the roadmap for the company's vision statement.

As a company grows, its objectives and goals may be reached, and in turn they'll change. Therefore, mission and vision statements should be revised as needed to reflect the business's new culture as previous goals are met.

Both mission and vision statements are often combined into one comprehensive "mission statement" to define the organization's reason for existing and its outlook for internal and external audiences -- like employees, partners, board members, consumers, and shareholders.

With that in mind, what does a good mission statement look like? Check out some of the following company mission statements for yourself -- and get inspired to write one for your brand.

Mission Statement Examples

1. Life is Good: To spread the power of optimism.
2. Sweetgreen: To inspire healthier communities by connecting people to real food.
3. Patagonia: Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis.
4. American Express: We work hard every day to make American Express the world's most respected service brand.
5. Warby Parker: To offer designer eyewear at a revolutionary price, while leading the way for socially conscious businesses.
6. InvisionApp: Question Assumptions. Think Deeply. Iterate as a Lifestyle. Details, Details. Design is Everywhere. Integrity.
7. Honest Tea: To create and promote great-tasting, healthy, organic beverages.
8. IKEA: To create a better everyday life for the many people.
9. Nordstrom: To give customers the most compelling shopping experience possible.
10. Cradles to Crayons: Provides children from birth through age 12, living in homeless or low-income situations, with the essential items they need to thrive – at home, at school and at play.
11. Universal Health Services, Inc.: To provide superior quality healthcare services that: PATIENTS recommend to family and friends, PHYSICIANS prefer for their patients, PURCHASERS select for their clients, EMPLOYEES are proud of, and INVESTORS seek for long-term returns.

12. JetBlue: To inspire humanity – both in the air and on the ground.
13. Workday: To put people at the center of enterprise software.
14. Prezi: To reinvent how people share knowledge, tell stories, and inspire their audiences to act.
15. Tesla: To accelerate the world's transition to sustainable energy.
16. Invisible Children: To end violence and exploitation facing our world's most isolated and vulnerable communities.
17. TED: Spread ideas.

Powerful Vision Statements

SOURCE 3: https://www.leaderperfect.com/newsletter/past_issues/mar1512.htm

Vision statements are integral to one of the most crucial aspects of leadership. **Leadership and the Future**

Leadership experts James M. Kouzes and Barry Z. Posner wrote an article for Harvard Business Review entitled, "To Lead, Create a Shared Vision." The article captured their findings after reviewing data for over a million leaders and managers.

They concluded that "being forward-looking — envisioning exciting possibilities and enlisting others in a shared view of the future — is the attribute that most distinguishes leaders from non-leaders."

Vision statements peer into the future, pointing the way forward in language that is consistent with the organization's core values. And as we pointed out in the prior issue, they are more about where we want to go or what we want to become than about how we will get there.

Truly great vision statements have four additional qualities.

- First, they appeal to the heart. They lay out a future that is so important or so compelling that everyone in the organization embraces it eagerly. Ideally people across the organization will develop a deep passion to achieve the destiny spelled out in the vision statement. Put simply, vision statements should be inspirational.
- Second, when properly crafted and utilized, vision statements strengthen the organization's culture by giving it a unifying purpose, a cause around which

everything else aligns. Vision gives meaning to the sacrifice that the organization asks of its people. That's why the vision needs to be compelling.

- Third, because they clarify "the big picture," vision statements help management and workers make better decisions, resolve conflicting priorities, and overcome self-serving or self-protective agendas which often pit one functional area against another.
- Fourth, by their very nature vision statements should also be "envisionable." When people read the vision statement, they should be able to picture a world in which the vision has become reality.

Examples of Great Vision Statements

Two of the most powerful vision statements of the twentieth century came from Henry Ford, who developed the assembly line, and American President John F. Kennedy. Ford"s vision was to build a reliable automobile that was so affordable that every working man could have one in his garage.

Ironically, at the time that he announced this vision, virtually no homes had garages. But Ford envisioned a day when people would want his product so much that they would add garages in which to park his Model T Fords, the first mass-produced vehicle for the common man.

Kennedy"s words that stirred the world were, "We propose to send a man to the moon and return him safely back to earth within this decade." Strikingly, 80% of the technology that was required to accomplish this feat did not even exist when Kennedy spoke these words.

No less was ambitious was Microsoft's original vision: "a computer on every desk." In 2007, having seen this vision substantively achieved, Microsoft announced that its new vision would be to "create experiences that combine the magic of software with the power of Internet services across a world of devices."

This wording was a bit cumbersome. And it did not really meet the "envisionability" test that we mentioned above. So the vision was later shortened to "empower people through great software anytime, anyplace, and on any device."

Every Department Needs a Vision Statement

When we cite examples such as these, some people conclude that the crafting of vision statements is solely the province of top leadership in an organization. But to return to the distinction underscored by Kouzes and Posner, enlisting others in a shared vision of the future is the hallmark of leadership at every level.

Thus, those who lead smaller units within a larger organization need to articulate a vision of the future that both aligns with and advances the overall corporate vision. To word this another way, the vision statement for smaller units of an organization should capture the essence of how these units will move the larger corporate vision forward.

Likewise smaller units in a larger organization should have their own mission statement that converts the vision statement into more concrete, immediate commitments. In our next issue we will delve into this topic further and identify the critical elements of every good mission statement.

Power Vision Statements

Source 4: https://www.changefactory.com.au/our-thinking/articles/the-components-of-a-good-vision-statement/

The components of a good vision statement

Vision statements drive me to despair. They should be a means by which we describe a desired outcome that invokes a vivid mental picture of our goal. As leaders, a vision statement should inspire and energise us, our subordinates, our colleagues and our other stakeholders.

A vision statement should be what we return to whenever we get confused about our business goal or its subordinate business objectives.

A vision statement should contain a summary statement that is memorable and enhances the effectiveness of our vision statement by acting as a trigger to the rest of the vision in the minds of those people who read it. A summary statement is not THE vision statement.

A vision statement should say something about us, our organisation, our operating environment, our dream. When we read it, it should tell us where we are going. We should not be able to substitute our vision statement for other organisations inside and outside our industry.

What do we get instead from some of our leading corporations? Vision statements that offer no inspiration, no energy, no destination and no difference from other organisations.

Take Coca-Cola's vision statement:

"To achieve sustainable growth, we have established a vision with clear goals.

Profit: Maximizing return to shareowners while being mindful of our overall responsibilities.
People: Being a great place to work where people are inspired to be the best they can be.
Portfolio: Bringing to the world a portfolio of beverage brands that anticipate and satisfy peoples; desires and needs.
Partners: Nurturing a winning network of partners and building mutual loyalty.
Planet: Being a responsible global citizen that makes a difference."

That vision statement could be for almost any commercial organisation with shareholders. Take out the reference to shareholders and beverages and it can apply to a large number of non-profit organisations too.

It is a statement full of motherhood and business speak words which carry little meaning simply because they are so open to interpretation by the reader. They carry little meaning overall because they carry all meanings to all people.

I am being harsh to illustrate a point, but surely an organisation with Coca-Cola's human resources could come up with something more inspiring than that.

Compare it with this vision statement for a restaurant:

"Our restaurant is a place where people come to relax, have a good time, and enjoy a great meal. [The short memorable summary phrase]

From the moment our customers walk in the door, they are greeted by a warm atmosphere, subtle music, and friendly and courteous staff.

We cater to large groups that are out to have fun, as well as romantic dinners for people celebrating a special occasion. The restaurant is packed full of customers, and yet we efficiently avoid long delays while they are being seated and while their food is prepared.

The lighting, table arrangements, atmosphere, and decorations all encourage our customers to relax, let go of their concerns, and open up to new taste sensations. We provide exceptional service all night long.

When they are done, we take care of their check quickly and efficiently. They leave happy, satisfied, but not overly bloated or full. They leave with the desire of just one more bite of our wonderful food."

How clear is that about what we want to achieve as a restaurant? It doesn't make any statements about profits, assuming they will come if we achieve our vision.

On a more grand corporate scale is Microsoft's summary vision statement:

"There will be a personal computer on every desk running Microsoft software." [Short, simple, unequivocal, memorable and long term]

Or eHam.net:

"To build the largest and most complete Amateur Radio community site on the Internet" [I can quibble about what complete means but not largest, amateur, radio, community and site and it is short and memorable]

A poor vision summary statement is GM's:

"GM's vision is to be the world leader in transportation products and related services. We will earn our customers' enthusiasm through continuous improvement driven by the integrity, teamwork, and innovation of GM people." [It is not short, it is not simple, it is not memorable and contains too many words open to interpretation of meaning]

The components of a good vision statement

Good vision statements have common components:

- It is written in the present, not future tense. They describe what we will feel, hear, think, say and do as if we had reached our vision now.
- It is summarised with a powerful phrase. That phrase forms the first paragraph of the vision statement. The powerful phrase is repeated in whatever communication mediums you have to trigger memory of the longer statement. It is not a brand strap-line.
- It describes an outcome, the best outcome we can achieve. It does not confuse vision with the business goal and objectives for a particular period of time. A vision statement, therefore, does not provide numeric measures of success.

- It uses unequivocal language. It does not use business speak or words like maximise or minimise.
- It evokes emotion. It is obviously and unashamedly passionate. However, it separates the hard aspect of vision in what we see, hear and do from the soft aspect of vision in what we think and feel.
- It helps build a picture, the same picture, in people's minds.

Build vision statement with these components and we run the risk of informing, inspiring and energising our people.

Mentoring vs. Coaching

SOURCE 1: https://www.management-mentors.com/resources/coaching-mentoring-differences

It's understandable that you might think mentoring and coaching are similar or even the same thing. But they're not. Both warrant consideration in the workplace. Here are five differentiators that we think are important.

Differentiator #1:

Coaching is task oriented. The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. This requires a content expert (coach) who is capable of teaching the coachee how to develop these skills.

Mentoring is relationship oriented. It seeks to provide a safe environment where the mentoree shares whatever issues affect his or her professional and personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, its focus goes beyond these areas to include things, such as work/life balance, self-confidence, self-perception, and how the personal influences the professional.

Differentiator #2:

Coaching is short term. A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.

Mentoring is always long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the mentoree can feel secure in sharing the real issues that impact his or her success. Successful mentoring relationships last nine months to a year.

Differentiator #3:

Coaching is performance driven. The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once the coachee successfully acquires the skills, the coach is no longer needed.

Mentoring is development driven. Its purpose is to develop the individual not only for the current job, but also for the future. This distinction differentiates the role of the immediate manager and that of the mentor. It also reduces the possibility of creating conflict between the employee's manager and the mentor.

Differentiator #4:

Coaching does not require design. Coaching can be conducted almost immediately on any given topic. If a company seeks to provide coaching to a large group of individuals, then certainly an amount of design is involved in order to determine the competency area, expertise needed, and assessment tools used, but this does not necessarily require a long lead-time to actually implement the coaching program.

Mentoring requires a design phase in order to determine the strategic purpose for mentoring, the focus areas of the relationship, the specific mentoring models, and the specific components that will guide the relationship, especially the matching process.

Differentiator # 5:

The coachee's immediate manager is a critical partner in coaching. She or he often provides the coach with feedback on areas in which his or her employee is in need of coaching. This coach uses this information to guide the coaching process

In mentoring, the immediate manager is indirectly involved. Although she or he may offer suggestions to the employee on how to best use the mentoring experience or may provide a recommendation to the matching committee on what would constitute a good match, **the manager has no link to the mentor** and they do not communicate at all during the mentoring relationship. This helps maintain the mentoring relationship's integrity.

<u>When to consider coaching:</u>

- When a company is seeking to develop its employees in specific competencies using performance management tools and involving the immediate manager
- When a company has a number of talented employees who are not meeting expectations
- When a company is introducing a new system or program
- When a company has a small group of individuals (5-8) in need of increased competency in specific areas
- When a leader or executive needs assistance in acquiring a new skill as an additional responsibility

<u>When to consider mentoring:</u>

- When a company is seeking to develop its leaders or talent pool as part of succession planning
- When a company seeks to develop its diverse employees to remove barriers that hinder their success
- When a company seeks to more completely develop its employees in ways that are additional to the acquisition of specific skills/competencies
- When a company seeks to retain its internal expertise and experience residing in its baby boomer employees for future generations
- When a company wants to create a workforce that balances the professional and the personal

Mentoring vs. Coaching

<u>SOURCE 2: ttps://www.td.org/insights/mentoring-versus-coaching-whats-the-difference</u>

Mentoring versus Coaching: What's the Difference?

Sometimes people use the words "mentoring" and "coaching" interchangeably, but they do not describe the same type of working relationship. Both share basic organizational goals including employee learning and development that leads to peak performance, and the realization of full potential. However, the definition, focus, role, approach, and tools of each are different.

Definition and Focus

- **Mentoring:** A more informal association focused on building a two-way, mutually beneficial relationship for long-term career movement.
- **Coaching:** A more formal structured association focused on improvements in behavior and performance to resolve present work issues or handle specific aspects of the job.

Role

- **Mentoring:** Talking *with* a person who has identified his needs prior to entering into a mentoring relationship. The emphasis is on active listening, providing information, making suggestions, and establishing connections.
- **Coaching:** Talking *to* a person, identifying what he needs, and developing an action plan. The emphasis is on instruction, assessing, and monitoring.

Approach

- **Mentoring:** This is a self-directed modus operandi whereby participants have choices. This approach can begin with a self-matching process and continue throughout the relationship using a committed timeline to determine how often and where individuals will meet, identify goals, and so forth.
- **Coaching:** A structured modus operandi is more frequently used whereby participants are working within a narrower perspective; their agenda is more specific, shorter in duration, and oriented toward certain results. Usually a coach is assigned to an employee.

Tools

- **Mentoring:** The most important tool is the Mentoring Agreement—developed, completed, and signed by both participants. This document formalizes commitment to the mentoring relationship. Items include individual goals, learning content, a meeting schedule, and communication methods.
- **Coaching:** Depending on the individual situation, various assessment instruments can be used such as skills training activities and teaching evaluations. A contract can be issued regarding the problem to be resolved or skills to be learned.

Although differences exist between mentoring and coaching, they do share some comparable characteristics as well:

- Defined roles allow individuals to envision the achievement of desired goals.
- Working relationships require trust, respect, open communication, and flexibility.
- Stakeholders include new hires, new managers, and staff promoted to senior-level positions.
- Training, education, and orientation are necessary.
- Success is best achieved when senior leaders understand the return on investment, and expectations regarding engagement, performance, and retention are being achieved.
- The mission is to meet both individual and organization goals.

An organization is not required to choose between mentoring and coaching. Each one enhances an individual's ability to contribute to the organization's goals. Consider how these two activities can fulfil the expectations of individuals, managers, and senior-level executives, while simultaneously accomplishing the organization's employee development and succession planning goals. Additionally, consideration for the level of the value that these programs bring to the table and the benefits people feel will be gained.

Mentoring vs. Coaching

SOURCE 3: https://mentoringgroup.com/mentor-vs-coach-differences.html

Mentoring vs coaching – what's the difference?

Though it may seem like these two are very similar but they are not the same. In this article we want to share our groundworks on the topic of differences and similarities between these two notions.

Probably you have already got acquainted with our previous articles "what is mentoring" and "what is coaching" and realize the nature of these terms. If for some reason you have not got an opportunity to do it – consider having a quick look now, if you feel the relevance of complete understanding the difference.

Difference 1. Building interrelations

Coaching VS Mentoring

Coaching	**Mentoring**
Coaching is aimed to achieve certain goals (for example, an increase in employee management; speech structuring; strategic thinking development). In order to achieve these goals, a specialist ("coach") required; the one who knows how and can manage such aims. In other words, it is the first priority to clearly define the task and successfully accomplish it (though it can be either personal or professional – the most important index here is the accomplishment).	**Mentoring**, on the other hand, puts human relations in the first place (for example, a "mentee" would want to share his life or career way obstacles which do not let him achieve success). Without any doubt, one needs to apply certain skills and competencies to build a trust relations which defines a more deep techniques, such as: balance/harmony in life/career; self-confidence; self-perception; knowing that personal life affects professional one.

Difference 2. The duration of the process

Coaching	**Mentoring**
While the process of **coaching** can be considered complete after a couple of sessions, taking into account the peculiarities of mentoring – it can last up to a year. Coaching is aimed to a certain goal and is heading towards its' accomplishment.	In order to get the most efficiency from **mentoring** session, a certain amount of time is needed. This time is used for mutual acquaintance with the participants' characters and the creation of favorable conditions, where a "mentee" can feel free to share his personal and professional problems with his mentor.

Difference 3. Efficiency and development

Coaching	**Mentoring**
The purpose of coaching is the improvement of personal efficiency and development at work. These terms include either enhancement of the existing knowledge or achieving new ones. Once the trainee acquires relevant knowledge – the process can be considered complete.	Mentoring is directed to continuous development (which can be applicable not only to the existing job, but for the future one as well). Thus, mentor's recommendations and methods of learning bring continuous and universal development essence not attaching to any particular place of self-realization.

Difference 4. The structure of interactions built

This criterion is of the highest importance in the relevant question, that's why we suggest you to take a closer look at its' details. There are 2 notions as object and subject. Object is a category which describes something (occurrence or process) influenced by physical, managing and cognitive activity (taking into account that the subject himself can act as an object and the role of a subject is played by personality, social group or society in general). The subject, in his turn is the carrier of the activity, consciousness and cognition; it's an individual that perceives the world (as an object) and affects it with his practical activity.

Coaching is aimed for the subject, and all the information given by the coach is directed to the audience and objective data, which has taken place and is rated concerning not the subject himself, but professional development of this or that competency in general.

Let's have a look at the comparison table:

Coaching	**Mentoring**
The process of coaching does not require step-by-step approach and can be implemented right away with any possible subject-matter (except for corporate sessions, where it is necessary to analyze the fields of competencies of all the participants, their needs/requirements and ways/methods of achieving them).	As for mentoring - it is necessary to have the process structured step-by-step. This way, the participants take time to know each other better and realize the strategic nature of the goals and ways to achieve it.

Difference 5. Supervision (Leadership)

Coaching	**Mentoring**
Current supervisors at work assume a dominant presence in the coaching process of the trainee due to the fact that they provide feedback on the results of their employee and his missing skills. This information is used for building the interactions.	In mentoring – the supervisor does not take part in the process by means of influence, but can and will provide recommendations to his employee. This approach ensures the independence of mentoring interactions and has a positive impact on the final result.

In the last criterion we have applied a situational approach where coach acts as a corporate member of the company (there is a so called "internal corporate coach" in the structure of the firm).

It's important to know that in this case the coach, the coachee and the boss are within the same interaction field and have mutual impact on each other.

To sum up [1]

You need coaching if:

- Your company is looking for a professional who can help your employees develop relevant competencies with the help of specialized tools in a short period of time;
- You have talented employees in your company but their efficiency does not meet your expectations;
- Your company is implementing a new structure or program;

- There is a subdivision in your company that requires an increase of certain competencies;
- The executives of your company require to achieve new knowledge aimed to broaden their fields of responsibilities.

You need mentoring if:

- It is necessary for your company to widen skill fields of both employees and executives;
- Your company is willing to overcome the obstacles that do not let to meet the expected success;
- There is a necessity of complex skill development of your employees by means of improvement of new skills and knowledge;
- Your company accepts the idea to preserve inner professionalism of the employees and share it with potential co-workers;
- The executives of your company would like to keep the balance of work processes taking into account both personal and professional factors.
- Taking into account the abovementioned we can state that mentoring and coaching are not the same. While mentoring process is performed with time and includes character determination and mutual interest, coaching, on the other hand, requires complete fulfillment of a set task, does not affect personal character of the participants and is considered finished once the goal has been achieved.

To sum up [2]

Criterion	Mentor	Coach
Approach	Aimed to the subject (person)	Does not consider the factor of subjectivity, defined by the goal
Interaction structure	No clear staging of the process	Stating a clear staging
Relationship nature	Mutually optimal	Strictly formal (professional)
Influential source	Consciousness	Authority
Expectations (results)	Development	Performance
Activity arena	Life experience	Certain goal

Taking into account the abovementioned we can state that mentoring and coaching are not the same. While mentoring process is performed with time and includes character determination and mutual interest, coaching, on the other hand, requires complete fulfilment of a set task, does not affect personal character of the participants and is considered finished once the goal has been achieved.

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