



## Learning Gains through Play - 30 August 2014

Change Leadership for Senior Management Teams – Second workshop in KZN



*Mr Mandla Mkhulisi, (Qhamukile) Ms Thembi Maphumulo (Triandra) and Ms Ndlela (Qhamukile)*

Having completed modules 1 – 3 in the previous workshop during the mid-year July break, it was now time to proceed to module 4 – Facing Challenges - for this one day workshop. All schools were represented although there were a few absences due to illness and funerals and one principal has left the school (Qhamukile).

Facilitators, Hlengiwe Mfeka and Senzo Ngcobo recapped the work covered in the previous workshop and instead of proceeding immediately to Module 4, Hlengiwe explained that it

had become clear that the evidence submission process required additional time. She emphasised that although the deadline for the submission of evidence for badges had been the previous day, it was far more important to put into action the plans made at the previous workshop. All participants agreed that it was wise to progress at a steady pace rather than rush through the modules and not be clear on what was to be implemented once back at school.

The requirements for the two badges were revisited. Senzo had reported from his round of school visits that senior management teams had taken these processes very seriously and most had already convened staff meetings to develop the revisions to the school vision statement. Now these vision statements had been finalised and published.

The Vision Badge – involving all stakeholders – to be developed collectively with comprehensive buy-in – evidence could be a photo of a poster of the vision where it is posted in the school - or photos of the meetings or minutes of the meetings – or all of the above.

The Capacity Building Badge – a portfolio of documents that includes roles and responsibilities of all stakeholders – completed templates for 2 delegation meetings.

A user ID for each school had been created by Peter de Lisle with a common password so that schools could upload their evidence to the website and claim their badges for their school.



*Thembi, Nqobile, Mandla and Nompumelelo*



*Dumisani, Nombuso and Thembi*

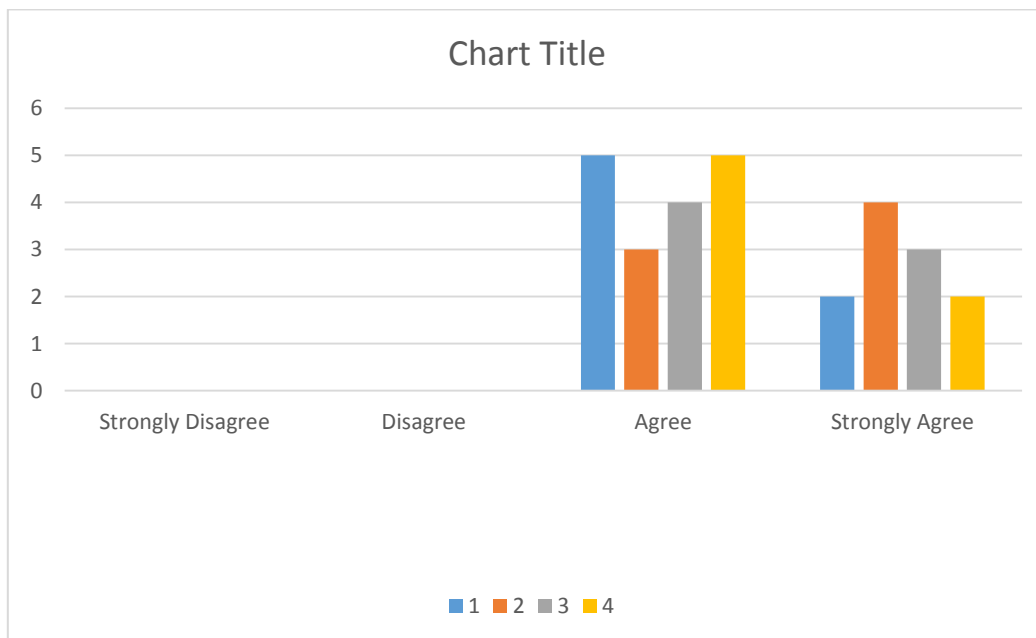
Module 4 was quite an eye opener for some of the participants who had not encountered the distinction between adaptive challenges and technical problems. While working through the examples of each and categorising them, participants were able to engage in deep discussions about their own adaptive challenges – some videos related to these discussions are uploaded here <http://www.youtube.com/user/SchoolNetSA/videos> The distinction between the nature of the problems became clearer and then further working through the action plan to deal with the challenge was considered to be a most worthwhile exercise.

There are two badges to submit for this module: The Adaptive Challenge Badge and the Resistance Badge.

The Adaptive Challenge Badge requires the plan of action to be implemented and discussed with colleagues. The challenge does not necessarily have to be solved but it has to have been addressed.

It was agreed that more time was required to explore the second badge and therefore a further workshop was scheduled for Friday September 26<sup>th</sup> In the meantime schools were encouraged to upload evidence for the first three badges of the course.

The evaluation of the workshop by the participants was very positive indeed and indicated that they had valued the learnings but particularly those aspects that were focused on dealing with resistance and finding solutions to adaptive challenges.



Apart from the main content for this module: how to solve adaptive challenges and how to work through a resolution process with a person who is resisting change, there were other aspects that participants rated as being interesting and useful. These were:

Recognising when I can solve problems within my current capacity
Engaging in an adaptive challenge that concludes in an action plan
The idea of embracing resistance

One of the overall general comments on the workshop was very positive, *“Most interesting; motivating; inspiring and uplifting - I was and still am so looking forward to being part of this simply*

*awesome initiative - thank you - this is a definite step in the right direction for education in South Africa"*



*Joyce Ntule, Nqobile Nyoni and Nompumelelo Buthelezi*

During the workshop, participants often referred to their colleagues as being supportive and professional. These representatives of school management teams expressed how much they valued the interaction with other schools and were looking forward to relying on each other throughout the duration of the project. The facilitators made reference to the building of this community of practice having already begun. Members felt that the WhatsApp group was contributing towards their sense of community. Following our discussion around the value of giving praise, one of the many complimentary comments to the SMT WhatsApp group the following day read thus:

*" I felt our facilitators are the most complimentary I have had the privilege to be in the company of – and to the SMTs present, absolutely the most professional. I believe good seeds were sown yesterday – let us water them and harvest a great multitude."*

August 30<sup>th</sup> 2014