

Critical Incident (CI):¹ TACKLING BULLYING AT OUR SCHOOL <i>Significance : I chose the incident because it had the possibility of having long term solution to bullying in schools and also addressing Gender Based Violence that is prevalent in our society</i>	
How does the ELADIN Shared Understanding of Values (ESUV) framework allow you to reflect on your critical incident through a leadership lens?	As a leader guided by ELADIN values, I had to take a stand to tackle bullying that is plaguing our schools and Nation. Every year we receive bullying cases and deal with them together with the parents. Change in behaviour is only temporal and the bullies revert back to their shenanigans. This year I got to reflect on the lack of impact our methods were yielding and decided to educate rather than talking. I took leadership by dealing with the grade 7s first and then share with the Life skills teachers the process to follow. ● Crumbling a paper to show the effects / scars of bullying on an individual ● Getting the 4th year Social work students to work with the bullies and then with the bullied learners as well ● Getting The Department of Social Development to have sessions with learners per grade ● To get NGO to do 'Boy talks' - most of our kids are raised by single mothers with the fathers absent in their lives. Those fathers that are present most times are not good role models to their sons hence the large numbers of Gender Based Violence.
Which of the values feature prominently in your CI? Why do you think this is the case?	HOPE: I Hope that by tackling bullying, the end result will be far reaching than the present goal of putting an end to it, decrease anxiety and depression. I hope that the lessons learned now can help to eradicate Gender Based Violence. Learners hope that something will be done to end their frustrating and uncomfortable situation, have a conviction that things will get better. TRUST- Eladin describes Trust as a conscious effort we build with others to bring the best of ourselves to a relationship. Learners are putting their trust in me as a leader to help ease their challenge. I am trusting learners to have integrity enough to put names on the box and have courage to surrender to the process, both perpetrators and the victims.

ELADIN DATA GENERATION TEMPLATE

	SOCIAL JUSTICE - we are morally obliged to take a stance and do something about bullying. My goal is to Raise learner consciousness about issues that affect them and building capacity for them to be able to handle challenges in the future too. The process is intended to influence the individual, the family and the community. (Micro, macro, mezzo levels) HUMANITY - Our moral stance as a school is to use education as a catalyst for compassion, empathy, ubuntu and human dignity.	
Any material in your space that reinforced or contradicted ESUVs' as it related to your leadership in the CI? (<i>Do not forget to capture these as data</i>)	The DoE Policy contradicts how I chose to deal with the challenge. As managers we are expected to follow disciplinary processes that are punitive and may lead to suspension. The chosen process is more corrective and aims at a lasting solution As a leader, I am willing to go against the norm.	
Which space/persons were affected/ impacted by the CI? Why and how do you think the space/persons were impacted?	The bullied learners were attended to by being heard, they could voice their feelings and action being taken to sort out their challenge The bullies got to be helped and taught about the effect of their actions on others and how their behaviour towards others is inhumane. The community is impacted by the help offered by 4th year social work students, Department of Social Development and an NGO. In including parents in the process gives a holistic approach to helping learners It also addresses Gender Based Violence that is so prevalent in our communities and country.	
How is your reflection of the CI, through ESUV, disrupting the thinking of your leadership practices?	Normally these actions are solved by using a cane or calling parents who normally request me and the teachers to beat their child or do it themselves in my office. I am against the above methods as I see them as modelling violence as a solution to problems. It is narcissistic as the aggrieved learner and their parents tend to expect the perpetrator to be punished and get a sense of 'revenge'. This process educates both on the reasons why learners tend to be bullies and why it is wrong, empowers both to be more humane in dealing with others	
Based on the collective feedback of our reflections, do we need to revisit our ESUV?		