

Critical Incident (CI):¹ *Do not forget to explain the significance of choosing this critical incident*

I chose this experience as my critical incident because it epitomises the kind of learners I intend to let out into the greater world. This experience opened my eyes to the reality that the consequences of my practice, my philosophy, and my values when I interact with my learners on a daily basis. It reminded me of why I love my occupation and immerse my entire being into my space. The learners and their own innate potential to become more human and to rehumanise a space is the catalyst for greater social change. My classroom being the site for this realisation is a sign that the space is conducive to encouraging learners to be better versions of themselves, while preserving, rebuilding, and extending their identity, sense of self, their relations with their peers and wider community and their collective humanity.

This instance of altruism is important to highlight because contextually we see the socio-economic strife that is rife within our community, however it opens a niche for leaders and learners to go beyond and restore long standing legacies of collectivism.

Socially it opens a window into the lives of individual learners, their thoughts, feelings, intention and gives such promise for a new generation of change makers.

Spiritually, it reminds us that we are all together in this journey of life and that as African, our way of being and understanding the world needs to be guided by values that allow us to succeed and surpass the challenges that we face creatively, confidently and with our greater community in mind

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 my values, principles, and morals, I strive to always make sure I stay true to my being in my practice and daily interaction.

Our ESUV allows me to focus down on the core values that guide my leadership practices in my work.

The ESUV also provide a reflective framework through which I can gain a deeper understanding of my experiences like my critical incident and make better decisions because of the praxes that this process allows me to generate.

The ESUV provide a motivation to strive in all activities to align myself to these values.

Which of the values feature prominently in

Excellence- The value of excellence speaks about our willingness as leaders to be flexible and willing to mediate our environment, focussing

¹ A critical incident² need not be spectacular: it suffices that it should hold significance. As such, at the individual level, it can be events or circumstances that made one stop and think, perhaps revisit one's assumptions, or impacted one's personal and professional learning. At the collective level, it can be a systemic problem from organizational maladaptation, or an issue arising from differences among stakeholders. In short, an incident may be defined as critical when the action(s) taken contributed to an effective or an ineffective outcome. At heart, all incidents pertain to matters such as culture, knowledge, competence, relationships, beliefs, emotions, communication, or treatment. Relaxing eligibility criteria lets stakeholders select incidents for a range of purposes (by and large categorized under planning and exploration, evaluation, and empowerment and animation). McDaniel, M. M., Borgen, W. A., Buchanan, M. J., Butterfield, L. D., & Amundson, N. E. (2020). *The Philosophical Underpinnings of the Enhanced Critical Incident Technique*. *Canadian Journal of Counselling and Psychotherapy*, 54(4), 738-755.

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your CI? Why do you think this is the case?	on the process that leads us to our outcome, which in this case was the learners grouping themselves to make this challenge a success. In this I feel that the value of excellence was displayed by allowing my learners to be innovators, who went beyond the call of duty to help their friend. This exuded excellence and allowed the learners and me to embrace this process of discovering where and how they would come up with the monies. Social Justice- Social justice by our definition is the deliberate development of critically conscious generative spaces and this is evident in the critical incident I chose. The deliberate conscientisation of learners in my class throughout the year resulted in my learners going out of their way to cater to the needs of their peer. This incident is not a mere result of circumstance. It was one of the fruits harvested from our entire yearlong interaction in our class and our collective process of becoming more human together. Where the learners are given a voice and where their opinions, inputs, and thoughts matter. Hope-When planning, thinking, and praying bout what I do every day I imbue hope into my intentions. This hope speaks to the conviction I have that all the goals my class and I set out to achieve are attained. Humanity- Humanity is the value that best fits this critical incident as it illustrates the compassion, love, empathy, and inclusion that was exhibited by the learners in our space. I always place the wellbeing of my learners at the centre of my practice, and I value their humanity. Collectively we strive to make our space a welcoming, accommodating, productive space which allows learners to regain their dignity and build each other up. It is also where individuals can take their own initiative, take chances and be vulnerable to try new things. Where they know if they fail or succeed, they will be supported and accepted. Trust- the act of surrender gains more meaning each time I reflect upon it. As with humanity, in the process of humanising even
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>)	Classroom Rules Raksha Bandhan Check in activities Goal setting and reconciliation Zinn, Proteus, and Keet Mutual vulnerability: A key principle in a humanising pedagogy in post-conflict societies. Kajee HUMANISING PEDAGOGY: LET THE TEACHERS SPEAK.
Which space/persons were affected/ impacted by the CI? Why and how do you think the space/persons were impacted?	The learners' lives have been impacted, those who participated in the activity of giving, as well as those who received (who were also actively apart of collecting monies) The entire grade 7 class, who were exposed to this story of humanity when we acknowledged this group publicly for their good deed. The family of these learners who felt the burden of this activity lifted from their shoulders, as well as their pride in seeing their children take charge and show their capability and autonomy.

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How is your reflection of the CI, through ESUV, disrupting the thinking of your leadership practices?	As a teacher, we are so often seen as the one who has to come up with solutions, the ones who give direction or have to sacrifice to make things work out. However, the power in my case is decentralised and the learners have the power to influence the actions and outcomes that go on in our space. Learners are acknowledged and can make meaningful contributions to our space and to their peers. It also challenges my role as a facilitator in my class because this incident was not initiated by me, however the learner felt comfortable enough to approach me and make the arrangements so that this could become a success. They took charge, they made decisions and I took a secondary role.
Based on the collective feedback of our reflections, do we need to revisit our ESUV?	