



1.4. GUIDELINES FOR SCHOOL LEADERS - DEVELOPING A COMMUNITY OF PRACTICE

School leaders can play a significant role in building strong and sustainable Communities of Practice. They understand the organisational vision-mission, local context and teachers' strengths. They also know what provisions and resources are available, and have the authority to effect changes.

Planning with flexibility

- Obtain formal permissions and allocate time for CoP engagements.
- Endorse realistic, achievable common goals for teachers and coordinators.
- Understand unique contexts: diverse needs, sociocultural and geographical contingencies.
- Keep goals realistic and flexible to adjust to such variables.



PLANNING WITH FLEXIBILITY



BUILDING TRUST



SUPPORTING TEACHER AGENCY



ENSURING SUSTAINABILITY

Supporting teacher agency

- Adopt a bottom-up approach: co-design criteria for CoP success, processes and means with teachers.
- Scaffold roles and responsibilities across participation levels – convener, group representatives, facilitators, observers.
- Discuss and co-design boundary objects - rubrics, protocols for communications, reporting, periodic review templates, and group rituals.

Ensuring sustainability

- Use agreed boundary objects systematically to focus on quality and sustain continuity.
- Follow up on tasks, tools and key events. Plan periodic meetings and whole group discussions.
- Transformative processes like building CoPs can be slow. Exemplify patience.
- Think of creative and innovative ways to facilitate CoP networking and communication.