**Walk the Process Guidelines**

**How to Create Flowcharts?**

A flowchart shows the relationship between inputs, activities, and outputs that constitute a process. When creating a flowchart, people who are involved in the process can work as a group to have multiple viewpoints. For example, if you want to look into the parent-teacher dialogue process, walk the process with Grade 6 parents and teachers. Let them create the process flowchart with you because they are the ones who are involved in the process (see flowchart at the next page). The following guidelines should help you in walking the process with them:

1. **Brainstorm**
* Initially, it is more beneficial to brainstorm or think of the inputs, activities, and outputs that constitute a process rather than to conduct interviews or more hands-on approaches to identify process elements. This will provide you with the big picture of the process and this can also serve as your reference when validating the process map through interviews and, ultimately, direct observations.

* For brainstorming, it is better to use flipchart and self-stick notes. You can easily write down ideas on stick notes as soon as it is said and post it on the flipchart. The group can then give immediate feedback. If there will be corrections, you can easily move the stick notes and proceed with the discussion.
* Walk the process from the very start. Then, think of each activity that happens as you move along the process. In your flowchart, arrange these activities in sequence using appropriate flowchart symbols. Be consistent in the direction flow: time should always flow from top to bottom, or from left to right.
* The flowchart/s should map what is really happening in the process. However, process maps can also be used/viewed in different perspectives:
	+ What you think the process is – the team’s perspective of what is happening in the process
	+ What the process really is – what is actually happening in the process, validated through interviews and direct observations
	+ What the process should be – the actual future state of the process based on learners’ or stakeholders’ requirements

But remember to do these separately from each other. Do not combine elements of what you think a process is and what the process should be. Each one should have a different process map. For now, you will only have a map of the first one (what you think the process is).

* If the team is having difficulties in mapping their process, it could mean that the sequence of their process is unclear or is undefined. An unclear or undefined process usually results in inconsistent performance (e.g. some teachers in the grade level have very good documentation of parent and teacher dialogues while others do not – this inconsistency affects the performance of the whole grade level).
1. **Conduct interviews**
* Interviews can be conducted 1) to identify missing elements of the process (including decision points) and 2) to validate the elements conceived during brainstorming.
* You should interview the people that are involved in the process as necessary, especially if there are unclear or undefined elements in the process. For example, in the Mathematical Periodical Test process, checking and recording the test scores are activities that the teacher may perform at home. Instead of directly observing the teacher, you can verify these elements by asking the teachers if they do these at home, for how long, producing what output, what problems they encounter, what other related activities they do, etc.
1. **Directly observe the process**
* Direct observations allow you to determine what the process really is from what you think the process is. This allows you to check for missing elements and, more importantly, to validate the elements identified during brainstorming and interviews.
* This step is especially important when you identify storm clouds, or problems arising in specific activities in the process. Storm clouds have to be observable, measurable, and specific.

**SAMPLE FLOWCHART**

1. **Parent-teacher Dialogue Flowchart**

**Parents Arrive?**

**YES**

**Check Attendance:**

**Form 1**

**Adviser**

**Prepares Forms 1 and 2**

**Identify SARDO**

**PTD during Card Giving**

**Inform Parents**

**(Verbal)**

**NO**

**Drop**

 **Or
 Home Visit**