

Role Scaffold — Kids' Plot Lead (Uey Kai Garden, DCCG)

Drafted: 2026-06-05

Status: Draft — to be confirmed with whoever holds the role.

Template: DCCG Role Scaffold Template.

Purpose of the Scaffold

The Kids' Plot Lead looks after the children's raised bed — the dedicated plot named in the application — together with the local school's involvement and any local children who turn up to garden. The role is a Head Gardener-style role for the children's plot specifically. The role doesn't carry authority over the plot.

When the role is held well, children grow alongside community elders. The school chooses how involved to be without being pushed. Gardening becomes intergenerational.

Why This Matters

The application names the kids' plot as a specific purpose of the garden ("engages children directly", "children learning to grow alongside the elders who hold the knowledge"). Without the role, the plot ends up ambiguous — maybe the school's, maybe the community's, maybe no one's. With the role, the plot has a named caretaker. The school knows who to talk to. Children always have a known adult to work alongside.

Outcomes of the Scaffold

Poor Outcome. The Kids' Plot Lead becomes the operator — the one who plants, the one who decides, the one who runs the school's involvement. The plot ends up being the Lead's, not the children's or the community's.

Expected Outcome. The Kids' Plot Lead is named. The school knows who to contact. Children who turn up have someone to work alongside. The plot produces food.

Excellent Outcome. The children are running their plot. The Lead is alongside, not in charge. The school's involvement has its own shape.

Planks of the Scaffold

1. Tend the kids' plot

Purpose of the Plank. The Kids' Plot Lead works on this specific plot the way a Head Gardener works on their lane. The planks from the Volunteer role and the horticultural scaffold apply.

Poor Outcome. The Lead does the plot alone; the children watch.

Expected Outcome. The Lead works when children are present, with children doing the work. Light tending when children aren't present.

Excellent Outcome. Plot work and children's involvement are the same activity. The Lead is mostly alongside.

2. Be the school's contact

Purpose of the Plank. Direct contact with the school sits with this role (per relationship stewardship).

Why This Matters. The school needs one named contact, not the DCCG committee. One contact, one clear relationship.

Poor Outcome. The Kids' Plot Lead pushes the school for involvement the school didn't ask for.

Expected Outcome. The Lead is the named contact. The school knows where to reach out; the Lead responds when the school has something to say.

Excellent Outcome. The relationship with the school is shaped by the school. The Lead holds the door open and tends the plot either way.

3. Hold the plot as the children's

Purpose of the Plank. non operator norm applies, with a specific twist: the children themselves are the operators-who- aren't. The plot is for them to use.

Why This Matters. A children's plot run by an adult is an adult's plot with children helping.

Poor Outcome. Adult decisions, adult planting choices, adult "this is how it should be done" language.

Expected Outcome. Children pick what to grow. Children decide. The Lead suggests and teaches.

Excellent Outcome. The plot reflects the children's choices, including sometimes-chaotic layouts and unwise crop choices. All of that is fine.

Values

Three values: **child agency** (the plot is for the children, not the Lead); **invited not imposed** (the school's involvement is the school's choice); and **adults alongside, not in charge**.

See also: volunteer, relationship stewardship, decision rights, non operator norm, Foundation_Stones_of_the_System.