

## Presentation / Präsentation

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The program is available at: [WELS.EduLead.net](https://WELS.EduLead.net)

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### **World Education Leadership Symposium (WELS) Online Conference 2022**

#### **Initiator and Organizer / Initiator und Leiter:**

Prof. Dr. Stephan Gerhard Huber

#### **Host WELS 2022 (since 2009) / Veranstalter WELS 2022 (seit 2009):**

Institute for the Management and Economics of Education (IBB) /

University of Teacher Education Zug (PH Zug)

Institut für Bildungsmanagement und Bildungsökonomie (IBB) /

Pädagogische Hochschule Zug (PH Zug)

#### **Cooperation Partners / Kooperationspartner:**

Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner



**Leading schools with renewed positive energy,  
resilience, collaboration and improved networks**

**N. Kok, D. Masuko & T. Dlongwana**

## Introduction

- Investment in school leadership is needed to transform South Africa's education system (Mestry 2020; Msila, 2019; Bush, et al, 2011)
- Parental involvement in their children's learning improves a child's morale, attitude, academic achievement (Crosby, 2021; Đurišić, 2017; Sapungan, 2014)
- Community needs to be invested in the school, in terms of social and financial capital so that schools can be at the centre of community (Epstein et al, 2002; Roche 2016)

# Who is Citizen Leader Lab

- Our vision is leadership that creates a better future for ALL
- Our purpose is the development of conscious leadership that builds
  - Social cohesion
  - Uplifts communities
  - Works towards achieving a just society
- Our flagship programme is **Partners for Possibility** which was first launched in 2010
- A unique **leadership development and support programme for School Principals in under-resourced communities in South Africa**
- 12-month programme partners school principals with business leaders with the support of a learning process facilitator (LPF)
- The aim is to enable the creation of a **functioning eco-system that supports quality learning**
- We have facilitated **1720 partnerships in all nine provinces of South Africa, in both urban and rural areas.**



# Methodology of Partners for Possibility Programme

## 70:20:10 Model

**1-on-1 partnership** with someone who cares deeply  
 Mutually beneficial, respectful, co-learning partnership. Boundary crossing. Out of comfort zone. Not knowing (open to learning).

**70%** **Action learning** (leading change at the school). Towards improved education outcomes

**School**  
 Practical hands-on support with challenges and opportunities at the school

**Strengthen the organisation & build readiness for sustainable change**  
 Mobilise active citizenship so that the school becomes the centre of community (Asset Based Community Development)

**Build relationship before action** | **U-process** | **Portfolio of evidence**

**Stakeholder review** | **Parents and community (engaged)**

**Partnership plan** | **Teachers (energised & ready)**

**School Management Team (Aligned and cohesive)**

**20%** **Developmental relationships and social learning**

**Learning Community (leadership circle)**

**Reflection and sense-making**

**Leadership coaching & support** by an experienced coach & facilitator

**Solutions Incubator**

**10%** **Workshops and training courses**

**3 training workshops** (just in time)

- Time to Think** (One day)
- Flawless Consulting** (Two days)
- Community Building** (Two days)

**World class content**

**Experiential learning process** (embodied)



# Expected outcomes of programme



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## Primary Outcomes: Strengthened Leadership Skills



# Outcomes of PfP programme – principals' perceptions

- “The programme helped to build my confidence as a leader to give better guidance to others.” Principal of High School
- “Through the partnership that we have, teachers are excited to do things even if we don't have enough resources...People are coming in to work with us. Parents were willing to form the reading club, and the attendance in parents' meetings is better than before.” Principal of Primary School
- “Now what I have also realised is that more of the staff members are confident and are energised. They are able to run with tasks without being followed. Principal of Primary School
- “Parents are willing to help at school like gardening, fixing of broken things, burglary has declined as there are community members who ensure that every thing is fine. Parents are interested in learners performance, attendance has improved a lot and now parents are free to voice their ideas about what they want for their children.” Principal of Primary School
- “Discipline improved. Educators are more in control and take more charge. Learners are more punctual and attendance by learners and educators improved. Better commitment towards their schoolwork are experienced.” Principal of Primary School

## Improvement projects at schools (tangible & intangible)

- **Donations** - Organising donation drives for learners in need (e.g. school uniforms, shoes, toiletries)
- **Renovations / construction** – Classrooms, library, kitchen
- **Nutrition** - Vegetable gardens & feeding schemes
- **Motivational talks / training / teambuilding session** - motivational talks & team building retreats
- **Academic support** - Providing after-school academic support
- **Water and sanitation** - Providing water facilities (bore holes, jo-jo tanks), toilets
- **Job creation / volunteering** - Creating employment opportunities and internship programmes at the school for unemployed parents and youth, parents volunteering to maintain school & making school uniforms
- **Hosting campaigns & events**- Hosting awareness campaigns about health, safety & drug abuse etc.
- **ICT resources and training** - Upgrading computer labs and providing computer trainings
- **Sports facilities and programmes** - Upgrading sport facilities

## Conclusion

Students can benefit from:

- Improved school leadership,
- More confident principals who are better networked,
- New physical resources at their schools, and
- Parents involved in their learning

- [Petro](#) (1:30)
- [Waterberg1 - Close out interview - Amoré.mp4](#) (1:28)
- [Manjini-Natasha Alpine Primary \(1\).mp4](#) (2:29)
- [Marie-Louise & Agnes Audio \(36 sec\).mp4](#) (36 sec)

