

Africa Education Leadership Round Table 2024



The University of Johannesburg (UJ), South Africa and The Mauritius Institute of Education (MIE), Mauritius, jointly host the **Africa Education Leadership Round Table (AELRT) 2024**, broadcast, hybrid from the campus of MIE in Mauritius.

The main theme of this year's Africa Education Leadership Round Table is, **"Evolving the education leadership and management landscape in Africa: Towards school effectiveness, improvement, and sustainability."**

In the African context, education is acknowledged as an essential tool/instrument for societal change. However, it is still grappling with the demand for the 21st century skills, sustainability consciousness, and staying abreast of technological evolution. Various factors have been cited as the cause of this, sparking ongoing concerns. On the other hand, education leaders are known to have pivotal roles in ensuring improvement in schools' effectiveness and sustainability. Thus, the following questions become paramount: How are education leaders navigating the attainment of critical demands and needs while confronted with the complex task of preparing learners for the future education of sustainable development and radical technological evolution/transformation? How can education leaders prepare schools, learners, and other stakeholders for the changing landscape? Thus, the Africa Education Leadership Round Table (AELRT) 2024 envisages the consideration of this overarching theme, and other related and relevant topical issues to advance schools' curricula and their practices. To this end, the following sub-themes will be critically engaged during the AELRT 2024:

Sub-theme 1 focusses on “Educational landscape in Africa for relevance: Role of leadership and management.”

Educational evolution is constant, thus the educational landscape in Africa should be relevant for future education that is pertinent in enabling future societal transitions and world of work. However, formal education in Africa has been critiqued for its diminished relevance to the needs and demands of the continent. This has been attributed to the struggle and quest for Africanisation and decolonisation. Nonetheless, education is a significant driver and promoter of the achievement of social, economic, and epistemic justice. Hence, for practices concerning sustainable development and sustainability to be deeply embedded in the African context, the provided education is expected to be aligned with the evolving demands of the continent. Thus, the need for educational leadership and management to focus on the evolution of technology, curriculum, Africanisation, and decolonisation, among others in relation to sustainable development and sustainability in the African continent are paramount and proposed for critical discussion in the AELRT 2024. Moreover, the future of education requires high-quality learning that is both innovative and compassionate, ensuring equal access

and participation for all. It emphasises the importance of well-being alongside leveraging technology to enhance profound learning experiences.

Sub-theme 2 highlights “Social impact: Role of leadership and management”

The evolution of education systems across the world in response to complexities created by an ever-changing world necessitates continuous learning, unlearning, and relearning of educational leaders to navigate these complexities. To meet these globalised demands, educational leaders should comprehend and navigate their socio-cultural context. Understanding the needs and priorities of the communities they serve, as well as those of the broader society, will enable educational leaders to develop strategies tailored to address them. As education systems evolve, leadership paradigms evolve as well. Therefore, ensuring positive societal impact and sustainability through educational endeavours requires awareness of the critical importance of sustainability and the interrelationships that exist regardless of the context: economic, social, and environmental. Hence, educational leaders who are appropriately educated about sustainability will recognise or acknowledge the need for learning, unlearning, and relearning of all educators and the role that they should play in knowledge creation and skills acquisition. Therefore, issues that should be considered are:

- What societal impact should educational institutions or structures look like?
- How should societal impact be demonstrated? / How should societal impact be measured?

Sub-theme 3 examines “Leading and managing the educational landscape for organizational resilience for sustainability.”

The crisis-ridden world demands organisational resilience to ensure organisations’ sustainability in continuing with the provision of equitable quality education. Resilience within the educational sector is defined as the capacity of students, families, communities, and educational frameworks to endure, adjust to, and rebound from adversities and challenges. This is crucial for leadership and management because fortifying the resilience of educational systems allows nations to address the immediate issues of safely resuming school operations and

equips them to manage future emergencies more effectively. Moreover, organisations' resilience grounds educational institutions' long-term viability in leading economic and societal change.

Lastly, Sub-theme 4 looks at “African leadership and management in education for sustainable development.”

This sub-theme is targeted at unpacking the possible roles of leadership and management in education in contributing to sustainable development. In other words, for sustainable development to be achieved in the African continent, considering the importance of the education sector, what roles leadership and management should/must perform? Such roles cut across within and outside the educational environments of different nations in the continent. Hence, contributions can be in the form of research conducted in the field of education in relation to sustainable development, especially considering the Sustainable Development Goals (SDGs) as stipulated by the United Nations (UN). Additionally, sustainability consciousness which is pivotal for sustainable development has been low in the African continent. Meanwhile, theoretically sustainability consciousness tends to be high, however, in practice, it is not. Thus, within the African setting, educational leadership and management's modus operandi through which sustainability consciousness can be enhanced and promoted are obligatory.

THE 2024 AELRT ORGANISING COMMITTEE:

DELM – UJ, South Africa	MIE, Mauritius
Dr P Naidoo pnaidoo@uj.ac.za	Ms S J Ramasawmy j.ramasawmy@mie.ac.mu
Prof C Uleanya chinazau@uj.ac.za	Dr E Kee Mew Wan Khin e.keemew@mie.ac.mu
Dr S Seyama sseyama@uj.ac.za	Dr W Udhin w.udhin@mie.ac.mu
Dr B Mkhize mkhizeb@uj.ac.za	Ms S Fulena a.fulena@mie.ac.mu
Dr Z Moyo zvisineim@uj.ac.za	Ms D Sowdagur d.sowdagur@mie.ac.mu
Dr C Amsterdam christinaa@uj.ac.za	

Africa Education Leadership Round Table 2024



2024 Africa Education Leadership Round Table (#AELRT2024)

PROGRAMME

Theme Evolving the education leadership and management landscape in Africa: Towards school effectiveness, improvement, and sustainability

Date 17-18 September 2024

Venue Mauritius Institute of Education, Moka, Mauritius

Organisers Department of Education Leadership and Management (DELM), University of Johannesburg, South Africa, and Higher Studies Cell, Mauritius Institute of Education (MIE), Moka, Mauritius.

HYBRID LINKS TO ATTEND THE CONFERENCE ONLINE

To join the different rooms, click on the links below

Frank Richard Lecture Theatre:

<https://tinyurl.com/Frank-Richard-Lecture-Theatre>

Room Paolo Freire (3C), 3rd Floor, Classroom Block HSC Committee Room:

<https://tinyurl.com/Room-3C-and-HSC-Cmt-Room>

Room Albert Einstein (3D), 3rd Floor Classroom Block:

<https://tinyurl.com/Room-3-D>

Programme Day 1 (17 September 2024)				
Registration coordinators: Dr Zvisinei Moyo, Dr Bongani Mkhize and Ms Divyashali Sowdagur				
Time	Time allowed	Description	Speakers/moderators	Country
08h15 – 08h55	40 mins	Registration and networking Venue: Quadrangle, Ground Floor, South Block (near Frank Richard Lecture Theatre)	ALL	
Opening: Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Chair Dr Parvathy Naidoo and Dr Bongani Mkhize				
08h55-09h00	5 mins	Guests are seated and online attendees connect	ALL	
09h00 - 09h05	5 mins	Opening and welcome – University of Johannesburg	Dr Parvathy Naidoo	South Africa
09h05-09h10	5 mins	Welcome address – Mauritius Institute of Education	Dr H Bessoondyal, O.S.K, MIE Director and UNESCO Chair in HE	Mauritius
09h10-09h12	2 mins	Introduction of the Executive Dean, Faculty of Education, University of Johannesburg	Dr Suraiya Naicker	South Africa
09h12-09h35	18 mins	Dean’s Address, Faculty of Education, University of Johannesburg	Prof. Nadine Petersen	South Africa
Session 1: Keynote presentation – Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre				
09h35-09h40	5 mins	Citation of first keynote speaker	Dr Bongani Mkhize	Thailand

09h40-10h10	30 mins	Keynote presentation (online) Topic: Instructional Leadership – 2024: An International Perspective	Prof. Philip Hallinger Mahidol University, Thailand	Thailand
10h10-10h20	10 mins	Q & A	Dr B Mkhize	
10h20-10h30	10 mins	Tea break		
Session 2: Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Chair Dr B Mkhize and Dr Waaiza Udhin				
10h30-10h55	25 mins	Analysis of school climate on physical safety, emotional stability, sexual harassment and quality of life among students in University of Benin, Benin City	Dr Aideyan, Osarenmwanta Daniel, & Dr Odigie Eunice	Nigeria
10h55-11h20	25 mins	Leading transformation in a practice-based teacher education programme in partnership with schools	Prof Sarita Ramsaroop and Prof Nadine Petersen	South Africa
11h20-11h45	25 mins	Intersection of Ethics-Based leadership for Accountability and sustainability in schools: Perspectives of Six principals from South Africa	Prof Thamsanqa Thulani Bhengu & Dr Celumusa Bethuel Hlongwane	South Africa
11h45-12h05	20 mins	Q & A	Dr B Mkhize and Dr Waaiza Udhin	
Session 3: Break away session: Room Paolo Freire (3C), 3rd Floor, Classroom Block, Online https://tinyurl.com/Room-3C-and-HSC-Cmt-Room Chair Dr Moyo and Dr Avinash Oojorah				
10h30-10h55	25 mins	The role of leadership in staff motivation in a Nigerian university for relevance	Dr Fasanmi, Success Ayodeji	Nigeria, South Africa

10h55-11h20	25 mins	Leadership Models: Transformational, Transactional, and Its Effectiveness on Tertiary Education in Africa	Dr Evans C. Egwim, Dr Ifeoluwa O. Olayemi, & Dr James Akande	Nigeria
11h20-11h45	25 mins	Beyond the Classroom: Transforming Museums and Art Galleries as Learning Spaces for the Preservation and Transmission of African Folklore and Traditions	Dr Taku Victor Jong	Cameroon
11h45-11h55	25 mins	Parental divorce and socio-economic background as determinant of truancy behaviour among secondary school students in Oyo East local government	Mr Ojokheta Paul	Nigeria
11h55-12h05	10 mins	Q & A	Dr Moyo and Dr Avinash Oojorah	
Session 4: Break away session: Room Albert Einstein (3D), 3rd Floor Classroom Block, Online https://tinyurl.com/Room-3-D Chair Dr Amsterdam and Ms Divyashali Sowdagur				
10h30-10h55	25 mins	Effective School Leadership and Management: A Veritable Tool for Sustainable Technology Education Development in Nigeria	Dr Simeon Oluwole Odede	Nigeria
10h55-11h20	25mins	Empowering ICT efficiency of business studies teachers in River's State, Nigeria	Dr Abel Chidera Emmanuel, Dr Anyakoha Chukwunonye, Dr Maureen A. Madu & Dr Chinaza Kenechukwu	Nigeria
11h20-11h45	25mins	Examining the Role of Principals in Monitoring Instructional Practices in the Literacy Classroom: A Scoping Review	Prof Plaatjies, Bernadictus O'Brian	South Africa
11h45-11h55	25 mins	Cultivating sustainability consciousness: The role of Higher Education leadership in Zimbabwe and South Africa	Dr Mildret Ncube	Zimbabwe and South Africa

11h55-12h05	10 mins	Q & A	Dr Amsterdam and Ms Divyashali Sowdagur	
12h05-13h00	55 mins	LUNCH BREAK & NETWORKING	ALL	
Session 5: Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Keynote presentation, Chair – Ms Shalini Ramasawmy				
13h00-13h05	5 mins	Citation of Keynote Speaker 2	Ms Shalini Ramasawmy	Mauritius
13h05-13h35	30 mins	Keynote presentation Topic: 'Taking the learnification turn in leadership: Vulnerability, Collegiality and Organizational agility'	Prof. Hyleen Mariaye Mauritius Institute of Education, Mauritius	Mauritius
13h35-13h45	10 mins	Q & A	Ms Shalini Ramasawmy	
Session 6: Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Chair – Prof Mestry and Mr Gian Sandhaya				
13h45-14h10	25 mins	The role of school leadership in teacher retention and attrition in Sub-Saharan Africa: A review of literature	Ms Divyashali Sowdagur	Mauritius
14h10-14h35	25 mins	The kgotla system: Insights for educational leaders from Botswana culture	Dr Macdelyn Mosalagae, Dr Shathani Rejoyce Orapeleng & Dr Annah Koboyatau	Botswana Dr Orapeleng to present online
14h35-15h00	25 mins	Empowering principals to lead and manage public schools effectively in the 21st century	Prof Raj Mestry & Prof Pierre, Du Plessis	South Africa

15h00-15h25	25 mins	Leading and Managing Educational Landscape for Organisational Resilience for Sustainability	Dr Celumusa Bethuel Hlongwane & Prof Thamsanqa Thulani Bhengu	South Africa
15h25-15h35	10 mins	Q & A	Prof Raj Mestry and Mr Gian Sandhaya	
Session 7: Break away session, Room Paolo Freire (3C), 3rd Floor, Classroom Block, Online https://tinyurl.com/Room-3C-and-HSC-Cmt-Room Chair – Prof Pierre Du Plessis and Dr Waaiza Udhin				
13h45-14h10	25 mins	Fostering leadership aspiration among female teachers: a dynamic interplay between school culture and teachers' motivation to lead	Dr Sulaimon Adewale and Dr Zvisinei Moyo	South Africa
14h10-14h35	25 mins	Losers and Winners in the Academe: The Psychological Burdens and Benefits of Elective Academic Leadership in Universities	Prof Dennis Zami Atibuni, Dr David Kani Olema, Dr Judith Biira & Dr Grace Milly Kibanja	Uganda
14h35-15h00	25 mins	Exploring stakeholders in leading and managing educational resilience for sustainability	Dr Peter Oloba	South Africa
15h00-15h35	35 mins	Q & A	Prof Du Plessis and Dr Waaiza Udhin	
Session 8: Break away session, Room Albert Einstein (3D), 3rd Floor Classroom Block, Online https://tinyurl.com/Room-3-D Chair – Dr Sadi Seyama and Dr Evelyn Kee Mew Wan Khin				
13h45-14h10	25 mins	Leading Educational Relevance in South African Juvenile Correctional Institutions: A Grounded Theory of Leadership and Management	Dr Aretha M Maposa and Dr Geeta Motilal	South Africa

14h10-14h35	25 mins	School leadership in high performing schools in Gauteng: Voices of SMT members	Mandisa Chardeen Ndaba; Dr More Chakane	South Africa
14h35-15h00	25 mins	Charting the Course: Management Strategies in Shaping Nigeria's Vocational and Technical Education Landscape for Relevance	Dr Hassan Yunusa Jamilu	Nigeria
15h00-15h35	35 mins	Q & A	Dr Sadi Seyama and Dr Evelyn Kee Mew Wan Khin	
15h35-15h50	15 mins	Tea Break	ALL	
Session 8: Conclusions for Day 1 – Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Chair – Dr SR Naicker				
15h50-16h05	15 mins	Rapporteur	Dr SR Naicker	South Africa
16h05-16h20	15 mins	Vote of Thanks	Prof Chinaza Uleanya	South Africa

Programme Day 2 – 18 September 2024

Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block

<https://tinyurl.com/Frank-Richard-Lecture-Theatre>

Time	Time allowed	Description	Speakers/moderators	Country
08h00-08h10	10 mins	Opening and welcome	Dr SR Naicker	South Africa
08h10-08h25	15 mins	Address by the Vice Dean Research – University of Johannesburg	Prof. Ndlovu, Mdutshekelwa	South Africa
08h25-08h30	5 mins	Citation of first keynote speaker 1	Dr Sadi Seyama	South Africa
08h30-09h00	30 mins	Keynote Speaker 1 presentation Topic: Leveraging Integrated Mixed Methods Autoethnography to Enhance Education Leadership and Management in Africa: Pathways to School Effectiveness, Improvement, and Sustainability	Prof Anthony J. Onwuegbuzie	United Kingdom
09h00-09h05	5 mins	Citation of keynote speaker 2	Dr Parvathy Naidoo	South Africa
09h05-09h35	30 mins	Keynote Speaker 2 presentation Topic: School evaluation for School Improvement	Ms Toolsee Mudalli	Mauritius
09h35-09h50	15 mins	Q & A	Dr Parvathy Naidoo	South Africa
09h50-10h00	10 mins	TEA BREAK	ALL	
Session 2 Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block				
https://tinyurl.com/Frank-Richard-Lecture-Theatre				
Chair – Dr Zvisinei Moyo and Ms Suryakanti Fulena				

10h00-10h25	25 mins	Enhancing Institutional Resilience in Higher Education for Sustainable Development (A case study of Caleb University Lagos, Nigeria)	Dr Adetayo Olorunlana & Dr Oluwasola Oni	Nigeria
10h25-10h50	25 mins	Challenges in the management and leadership of teaching and learning in rural schools	Prof. P. Du Plessis and Prof. R. Mestry	South Africa
10h50-11h15	25 mins	Pushing the frontiers of school leadership toward education for sustainable futures: Lessons gleaned from a rural district	Dr Bongani Mkhize & Dr Pinkie Mthembu	South Africa
11h15-11h40	25 mins	Promoting sustainable gender equality practices for senior leadership positions in public schools	Ms Sureshnee D Govender	South Africa
11h40-12h05	25 mins	Q & A	Dr Zvisinei Moyo and Ms Suryakanti Fulena	
Session 3 Break away Room Paolo Freire (3C), 3rd Floor, Classroom Block, Online https://tinyurl.com/Room-3C-and-HSC-Cmt-Room Chair Prof Chinaza Uleanya and Mr Gian Sandhaya				
10h00-10h25	25 mins	Social Impact of Democracy: Leadership, Management and Education in Nigeria	Dr Adetayo Olorunlana, Dr Ifeoluwa O. Olayemi & Dr Sunday Ogbonna	Nigeria
10h25-10h50	25 mins	Leaders' Supervisory Roles in Service-learning Programmes and Implication for University Graduates in Nigeria: A Systematic Review	Dr. Yetunde Eniola-Arigbe	Nigeria
10h50-11h15	25 mins	School Leadership Roles in Achieving Education Sustainability Development in Secondary Schools	Dr Esther Oluwayemisi Famaye; Dr Omotayo Adewale Awodiji	South Africa

11h15-11h40	25 mins	E-learning educational approach for sustainable development in Nigeria	Joseph O. Jiboku; Peace A. Jiboku; Adebukola & A. Dagunduro	Nigeria
11h40-12h05	25 min	Management Practices and Organisational Effectiveness of Private Secondary Schools: An Investigation Using the High Involvement Management Model	Dr Michael C Dike	Nigeria
12h05-12h15	10 mins	Q & A	Prof Chinaza Uleanya and Mr Gian Sandhaya	
Session 4 Break away Room Albert Einstein (3D), 3rd Floor Classroom Block, Online https://tinyurl.com/Room-3-D Chair Prof Raj Mestry and Dr Evelyn Kee Mew Wan Khin				
10h00-10h25	25 mins	Behaviour of Learners and Sustainable Development in Tanzania's Higher Education Institutions	Dr. Kezia H. Mkwizu; Dr. Harriet G. Mtae; Dr. Mato Magobe; Prof. Deus Ngaruko, & Mr Augustine Kitulo	Tanzania
10h25-10h50	25 mins	Exploring the role of libraries in promoting sustainable development goals in education in Africa	Dr Adamu Abdullahi Muhammed; Dr Ahmad Mohammed; & DR Ojo Jacob, Olanrewaju	Nigeria
10h50-11h15	25 mins	Harnessing continuous assessment learning activity for quality basic education: teachers' challenges and mitigation strategies in Chikomba District, Zimbabwe	Dr Marshal Kudakwashe Muroiwa	Zimbabwe

11h15-11h40	25 mins	From Resilience to Reintegration: Leading and Managing Sustainable Education in South African Juvenile Correctional Institutions	Dr Aretha Maposa and Dr Geeta Motilal	South Africa
11h40-12h05	25 mins	Leadership and Management in Mauritian Education: Analyzing Secondary School Performance and Resource Utilization in Mauritius	Leenshya Gunno & Eric V Bindah	Mauritius
12h05-12h15	10 mins	Q & A	Prof Raj Mestry and Dr Kee Mew Wan Khin	
12h15-12h25	10 mins	The conversation continues online / Networking session Main Venue	ALL	
12h25-13h05	40 mins	LUNCH BREAK / Networking session		ALL
Session 5 Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Keynote Presentation Chair – Prof Chinaza Uleanya				
13h05-13h10	5 mins	Citation of Keynote presenter	Prof Chinaza Uleanya	South Africa
13h10-13h40	30 mins	Keynote presentation Topic: AI-driven future fit sustainable leadership: Towards designing AI-empowered leadership development	Prof. Khatija Yassim	South Africa
13h40-13h50	10 mins	Q & A	Prof Chinaza Uleanya	
Session 6: Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block https://tinyurl.com/Frank-Richard-Lecture-Theatre Chair Prof C Uleanya and Dr Evelyn Kee Mew Wan Khin				
13h50-14h15	25 mins	Sustainable Parental Involvement During Covid-19: Stories of Success from a Foundation Phase Supplementary Teaching and Learning Programme	Professor Phumlani E. Myende	South Africa
14h15-14h40	25 mins	School Management Teams (SMT) and educators' perceptions and Readiness on Smartphones Use as M-Learning Tools	Dr Sello Mokoena	South Africa

14h40-15h05	25 mins	The role of transformational leadership in fostering inclusivity of sexual diversity in schools	Dr Glodean Thani	South Africa
15h05-15h30	25 mins	Positive power dynamics for leading schools towards resilience and sustainability	Dr Sadi Seyama	South Africa
15h30-15h55	25 mins	Challenges and support systems for headteachers in the implementation of professional learning communities' concept in Effutu municipality, Ghana.	Dr Hinneh Kusi & Dr Esther Antwi	Ghana
15h55-16h20	25 mins	Responding to global and local developments and demands on a school leader development programme in South Africa	Dr Christina Amsterdam	South Africa
16h20-16h35	15 mins	Q & A	Prof C Uleanya and Dr Kee Mew Wan Khin	
Session 7: Break away: HSC Committee Room, Level 2, MIE Tower, Online https://tinyurl.com/Room-3C-and-HSC-Cmt-Room Chair Dr Tola Olojuwun and Dr Avinash Ojorah				
13h50-14h15	25 mins	Educators' leadership and management experiences in supporting learners' transition from the Foundation Phase to the Intermediate Phase in primary schools in the uMlazi District: A multiple case study	Dr SC Shabalala	South Africa
14h15-14h40	25 mins	Investigation of Fourth Industrial Revolution Teachers' Skills Necessary for Sustaining High School Education in Nigeria	Dr Chidubem Deborah Adamu	South Africa
14h40-15h05	25 mins	Learners' disengagement from schooling and impact on sustainability: South African secondary schools teachers' perspectives	Dr Nadeem Ahmed	South Africa
15h05-15h30	25 mins	Leadership Development through the use of Coaching and Mentoring in South Africa	Dr. Lizana Oberholzer	UK
15h30-15h55	25 mins	Linking physical resources to school effectiveness: comparative analysis	Dr Velaphi Aaron Nhlapo	South Africa

15h55-16h25	30 mins	Panel discussion Leading education for sustainable futures in South African schools: The Tshwane school food garden project	Phillip Mutemasango, Thabang Nkuna, Makhosazane Khoza, Karabo Mashiloane, and Nadia Van Eeden	South Africa
16h25-16h35	10 mins	Q & A	Dr Tola Olojuwun and Dr Oojorah	
16h35-16h50	15 mins	TEA BREAK	ALL	
Session 8: Main Venue: Frank Richard Lecture Theatre, Ground Floor, South Block				
Final Day Wrapping up				
https://tinyurl.com/Room-3C-and-HSC-Cmt-Room				
16h50-17h05	15 mins	Rapporteur	Dr Waaiza Udhin	Mauritius
17h05-17h20	15 mins	Vote of thanks	Dr Suraiya R. Naicker	South Africa
17h20-17h35	15 mins	Closure of conference and Final update Information on tour on 19 th September 2025 AELRT Conference.	Dr Parvathy Naidoo	South Africa

EXECUTIVE DEAN, FACULTY OF EDUCATION, UNIVERSITY OF JOHANNESBURG, SOUTH AFRICA

Prof. Nadine Felicity Petersen



Professor Nadine Petersen is currently Executive Dean of the Faculty of Education at the University of Johannesburg, a position she has held since 2022. Prior to this, she served as Vice Dean: Teaching and Learning and as Head of Department for Childhood Education. Nadine completed her doctoral studies in 2007 with a thesis entitled: Community service learning and teacher education: about 'otherness' and locating the self. She holds the position of professor and as an NRF C2-rated researcher, her research interests are focused on a scholarship of teaching and a scholarship of engagement (see

Boyer, 1990). She is an expert in teacher education with an emphasis on the integration of service learning into teacher education for which she received international recognition with an inaugural award from the International Association for Research in Service-Learning and Community Engagement (IARSLCE) in 2019. From her time as VD: T&L she oversees curriculum regeneration to incorporate decoloniality, sustainable development goals, transversal competencies, and the incorporation of technology into teaching and learning. She has contributed to several university-level policy documents the most recent of which was the development of UJ Guidelines for Continuous Assessment (published in Circular 2020–4534; <https://www.uj.ac.za/wp-content/uploads/2021/08/uj-guidelines-for-continuous-assessment-2.pdf>). As part of her varied leadership roles, Nadine has a national print, radio and television media presence, mostly commenting on the Grade 12 examination results, teacher education trends and expectations, the difficulties of first generation students and the challenges of insufficient higher education spaces for university applicants (see <https://www.dailymaverick.co.za/article/2023-01-30-dreams-despondency-and-lost-opportunities-the-scramble-for-places-at-south-african-universities/>). In service to community, Nadine serves on several committees and boards. She is

in her second term on the National Research Foundation Board (Term 1: 2018 - 2021; Term 2: 2023 - 2026). Before this, she served on the Sasol Inzalo Foundation Board for 10 years (2009 – 2019). She was also appointed to the Gauteng Education Development Trust Board and the UJ Pensions Trust Board. She provides an educational advisory role to the NPO: Investing for Innovation (<https://investingforinnovation.co.za/>), supported financially by the USA-based TERuSA. Ultimately, Nadine's drive as an educational researcher and as a senior manager and leader is strongly influenced by her lived and educational experiences as a marginalised South African and by her values which are driven by a commitment to fairness, educational advocacy, and justice. In a university setting she works for the eradication of systemic barriers to the advancement and promotion of underserved staff and students. Nadine is a strong proponent of mentoring and university-led programmes to prepare the next generation of scholars and educational leaders. Both her academic and research leadership are focused on producing knowledge which contributes to the educational community (<https://knowledgeforaction.co.za/category/the-teacher/student-teachers/>) and the building of a humane and just society.

DIRECTOR OF THE MAURITIUS INSTITUTE OF EDUCATION

Dr Hemant Bessoondyal



Dr Hemant Bessoondyal is the Director of the Mauritius Institute of Education since 8 June 2022. Dr Bessoondyal holds a PhD in Mathematics from Curtin University of Technology, an M.Phil, M.Sc and a B.Sc in Mathematics from the University of Poona, India. He holds a Post Graduate Certificate in Education from the MIE, a Post Graduate Certificate in Professional Education Studies from the University of Brighton, UK and a Post Graduate Certificate Diploma in Inclusive and Special Education from the MIE. He joined the Mauritius Institute of Education in 1994 as Lecturer and climbed the ladder to Senior Lecturer and Associate Professor. Dr Bessoondyal has shouldered various key responsibilities at the MIE, namely Head of Mathematics Education Department, Ag. Head of School of

Science and Mathematics, Quality Assurance Coordinator, Head of Higher Studies Cell as well as Chair of MIE Award Committee for Programmes pertaining to Early Childhood Education and Primary Education. In April 2023, Dr H Bessoondyal was nominated as UNESCO Chair in Higher Education with the objective of promoting an integrated system of research, teaching and training as well as community engagement and communication. His Excellency, Mr Prithvirajsing Roopun, G.C.S.K., President of the Republic of Mauritius has on the occasion of the National Day Celebrations 2024 elevated Dr H Bessoondyal to the rank of Officer of the Order of the Star and Key of the Indian Ocean (O.S.K.) in recognition of his contribution in the field of tertiary education.

KEYNOTE SPEAKERS

Prof Philip Hallinger



Prof Philip Hallinger is a Professor of Management at the College of Management, Mahidol University (Thailand) and Distinguished Visiting Professor in the Dept. of Educational Leadership and Management at the University of Johannesburg (South Africa). His research focuses on school leadership effects, leadership development and problem-based learning. He received his Doctorate in Administration and Policy Analysis from Stanford University.

Prof Hyleen Mariaye



Prof Hyleen Mariaye is the Acting Head of the Higher Studies Cell at the Mauritius Institute of Education. She has led MIE's doctoral programmes in collaboration with international universities since 2014. Her research interests include post graduate learning in education and higher education. Professor Mariaye is a member of the Africa Deans of Education Forum Steering Committee. She is now also working on the professional learning of HE leaders and its relation to collegial capital and well-being. Recent publications include the co-edited book *Transforming Post Graduate Education in Africa*.

Prof Anthony J. Onwuegbuzie



Anthony J. Onwuegbuzie is a multiple award-winning author, researcher, methodologist, scholar, educator, thought leader, and mentor. Currently, he is a Distinguished Visiting Professor at the University of Johannesburg and Professor Extraordinarius at the University of South Africa. With an h-index of 114 and more than 118,000 citations, he has had published more than 550 works, including more than 450 journal articles, 20 handbook chapters, 55 book chapters, and 6 books. He has delivered more than 1,000 presentations, 250 methodological workshops, and 70 keynote addresses worldwide. He is former editor of *Educational Researcher*. Currently, he is editor-in-chief of both the

International Journal of Multiple Research Approaches and the *Journal of Mixed Methods Studies*. He is past President of the Mixed Methods International Research Association. He received the 2024 National Research Foundation “A” rating in the science and research field. According to the AD Scientific Index World Scientist and University Rankings 2023, within the Field of Education, he is ranked #1 in the world in terms of number of citations over the last 6 years, #8 in the world in terms of h-index over the last 6 years, and #11 in the world overall as an Educational Research Scientist. Also, Research.com, “one of the major websites for Social Sciences and Humanities research offering credible data on scientific contributions since 2014,” recognizes him as a top cited Social Sciences and Humanities Scientist, being ranked #2 in South Africa. Among numerous awards, he received the 2022 Research.com Social Sciences and Humanities in United Kingdom Leader Award, the 2023 Research.com Social Sciences and Humanities in United States Leader Award, the 2023 Best Researcher Award: International Academic Awards, the 2024 Research.com Social Sciences and Humanities in United Kingdom Leader Award, and the 2024 Research Excellence Distinction Award: International Academic Achievements and Awards.

Mrs Toolsee Mudali



Toolsee Mudalli is presently an Assistant Director at the Ministry of Education, Tertiary Education, Science and Technology (Mauritius). Toolsee began her professional career as an Economics teacher and after completing a master's degree in education, she joined the Quality Assurance and Inspection Division. As Quality Assurance Officer, she was called upon to carry out system evaluation and report on the quality of education dispensed in the schools falling under her responsibility. Currently, she oversees the implementation of the quality assurance system for effective management and performance of 63 state secondary schools. She was extensively involved in the crafting and dissemination of the Quality Assurance Framework, a document that sets out quality standards and indicators to gauge school effectiveness. Passionate about school effectiveness and improvement and intent to further her career path in the same field, she enrolled on a doctoral program in 2022 to research the impact of school evaluation feedback on collective teacher efficacy.

Prof Kathija Yassim



Prof Kat Yassim is an Associate Professor in the Department of Education Leadership and Management at the University of Johannesburg's Faculty of Education. She is an innovative leader of learning who firmly believes in education and research that contributes to a sustainable future. In this regard she embraces and nurtures the use of 5IR technologies and pedagogical approaches that support technology integration that supports lifelong learning. Of her many efforts to advancing technology in the classroom she has experimented with several teaching projects funded through the Teaching Innovation Fund. These include the use of augmented reality, digital storytelling, app development and more recently gamification and AI integration into leadership development. She has participated in several local and international education technology conferences and networks with collaborators in promoting technology use in impoverished communities experiencing a digital divide.

In this regard, she networks and supports entities like Africa Teen Geeks, Flying Cows of Jozi and individuals like Technogranny etc. who make an impact in the community. She believes that student teachers and education leaders in her care should engage in experiential and innovative learning that includes technology skills, outreach and sustainability awareness. As an AHEA ISEP fellow, Kat has engaged in a COIL project in 2024 funded by SASUF enabling her students to meet and collaborate with students online internationally. This year she received funding with a team of inter- and multidisciplinary colleagues interested in a green pedagogical approach where they will collaborate on designing an online game on sustainable schools. In addition, she is researching AI-empowered tool kit development that can be integrated into the development of future fit leaders in education and beyond. She has also published articles in how she uses technology in education and continues to grow in a field that is relevant for preparing future fit teachers and leaders.

ABSTRACTS

Leading Educational Relevance in South African in Juvenile Correctional Institutions: A Grounded Theory of Leadership and Management

Aretha M Maposa and Geeta Motilal

aretha.maposa@wits.ac.za

High recidivism rates highlight the need for improved educational leadership and management practices within South African juvenile correctional institutions. This study utilises a Constructivist Grounded Theory approach to explore how leadership and management practices impact the educational landscape and its relevance for youth reintegration into society. Unstructured open-ended interviews with educators and correctional officials in leadership and management positions provide insights on their experiences, current practices and how they directly impact the incarcerated youth. The study unveils inherent challenges and opportunities in creating a relevant and effective educational environment. The findings further highlight the need for a paradigm shift in leadership and management practices, emphasising restorative justice principles, inspirational vision, transformative support, and collaborative empowerment. The proposed JUmbrella Framework for Educators (JUFE) serves as a localised and culturally responsive model to address the unique contextual challenges of South African juvenile correctional institutions. This framework offers a roadmap to policymakers, educators, and correctional practitioners seeking to enhance educational relevance in South African juvenile correctional settings, ultimately contributing to reduced recidivism and the broader goal of societal change and development in Africa.

From Resilience to Reintegration: Leading and Managing Sustainable Education in South African Juvenile Correctional Institutions
Aretha Mwana Maposa and Geeta Motilal

aretha.maposa@wits.ac.za

High recidivism rates in South African juvenile correctional institutions highlight the critical need for improved educational leadership and management practices to promote successful youth reintegration. Effective leadership and management practices play a pivotal role in unlocking organisational resilience and sustainability in the challenging landscape of South African juvenile correctional institutions. Through unstructured observations, open ended unstructured interviews and document analysis, this Constructivist Grounded Theory study explores how collaborative empowerment among educators, correctional service officials, and specialised correction practitioners contribute to a resilient and sustainable educational environment. The study reveals that collaborative empowerment is one of the key dimensions of the proposed JUmbrella Framework for Educators (JUFE). This dimension plays a pivotal role in addressing the unique challenges faced by juvenile correctional institutions in empowering incarcerated youth to successfully reintegrate into society. Collaborative empowerment fosters a sense of shared responsibility, promotes open communication, and encourages active participation of all stakeholders, ultimately enhancing the institution's ability to adapt to change, overcome obstacles, and maintain the long-term effectiveness of educational programs. The findings of this study have implications for policymakers, educators, and practitioners seeking to create more resilient and sustainable juvenile correctional institutions in South Africa, ultimately contributing to the successful reintegration of juvenile offenders into society.

Analysis of school climate on physical safety, emotional stability, sexual harassment and quality of life among students in University of Benin, Benin City

Aideyan, Osarenmwanta Daniel and Odigie Eunice

daniel.aideyan@uniben.edu

School climate defines the personality and the expectations of a school. However, research on school climate has majorly been limited to academic performance. The thrust of this study was to investigate school climate on the physical safety, emotional stability, sexual harassment and the general quality of life of students in University of Benin. The worrisome geometric increase of negative outcomes such as violence, prostitution, sexual harassment, drug abuse, theft and other emotional instabilities like depression, suicide and low self-esteem reflect the need to find the correlation indices with the school climate. Four hypotheses were formulated. A descriptive correlation research design was used for the study, with a population that comprised all full-time undergraduate students in 2020/2021 academic session, 420 students were selected for the study with emphasis on those in their penultimate and final year. Self-developed questionnaire was used to collect data on school climate, physical safety, emotional stability and sexual harassment while data on the quality of life was collected using an adapted Quality of Life Scale (QoLS) developed by Anderson and Burckhard. The psychometric properties of the instrument were ascertained for accuracy and reliability. Collected data were analysed using Pearson Product Moment Correlation at 0.05 level of significance. The findings revealed that physical safety, emotional stability, sexual harassment, quality of life were positively correlated to school climate. And from the values of percentage of variability, school climate account significantly for physical safety, emotional stability, sexual harassment and quality of life of students in university of Benin. In conclusion, school climate demonstrates an indispensable factor in the physical and psychological outcome of learners, hence the need for its critical attention for improvement. The study recommends that University management and the governing councils of the universities should pay great attention to creating a

positive school climate during the planning, implementation of school programmes and monitor the conduciveness of the teaching and learning environment.

The Role of Leadership in Staff Motivation in a Nigerian University for Relevance

Fasanmi, Success Ayodeji

sfasanmi@uj.ac.za

The role of leadership in every human organisation cannot be overemphasized. This is because leadership set the tone of the organisation in its entirety. Leadership roles in every organisation include but not limited to planning, organising, directing, controlling, motivation and communication. Motivation is a crucial leadership role because it is connected with the human resources in the organisation. This study interrogated the role of leadership in staff motivation and the relationship between staff motivation and their overall performance. The study was hinged on transformational leadership theory. The theory is considered relevant because it promotes a style of guidance that emphasizes motivating employees and creating a vision and encouraging them to fulfill it. The study adopted a descriptive survey research design. The population comprised of all members of staff in Obafemi Awolowo University, Nigeria with a sample size of 200 comprising of 100 academic and 100 non-academic staff. Data were collected using questionnaires and gathered data were analysed using descriptive and inferential statistics. The results showed that financial incentives, professional development opportunities, recognition, flexible work arrangements, and fostering a positive work environment were acknowledged as motivational strategies. The tested hypothesis indicates that there is a significant relationship between the level of staff motivation and the overall performance of staff. The study recommended the need to review and enhance the motivational strategies and tailor such strategies to the specific staff needs. The study equally recommended the need to strengthen communication and ensure transparency while promoting the culture of

recognition and appreciation. The study is considered significant because leadership play an important role in staff motivation in organisations in general and in the educational settings in particular for relevance.

Leading transformation in a practice-based teacher education programme in partnership with schools

Sarita Ramsaroop and Nadine Petersen

saritaram@uj.ac.za

We embarked on the process of establishing school-university partnerships to introduce a school-based student teacher (SBST) programme for initial teacher education. Our goal was to collaborate closely with carefully selected partner schools, placing full-time student teachers who would complete their university coursework online while simultaneously gaining practical experience at specific school sites. The motivation behind the SBST programme was to expand upon the successful ‘teaching school’ model implemented at Funda UJabule School—a collaboration between the Faculty of Education and the Gauteng Education Department on the Soweto campus of the University of Johannesburg, South Africa, since 2010. We envisioned the SBST teacher education model as a hybrid, combining elements of a teaching school and a professional practice school. To prepare staff for online teaching, training began in 2018—three years before the pilot programme’s 2021 implementation. Our focus was transforming the curriculum into an online format, rigorously testing it, and ensuring a seamless transition. Employing an interpretive qualitative research methodology, data was collected purposively using a combination of focus group interviews (n=6) and individual interviews (n=3) with teacher educators and school partners (n=4). The theoretical framework integrated Engeström’s third-generation cultural-historical activity theory (CHAT) was utilised to understand how contradictions were addressed alongside expanded opportunities when designing and implementing a student-teacher programme with multiple partners. Drawing upon data sourced from both partners and teacher educators, in conjunction with self-study research methodologies, the study reflects on the prerequisites for initiating and actualising such a programme, as well as the pivotal role of

leadership in fostering innovation. As researchers and educational leaders, we have realized that we should not underestimate the scope of planning and preparation for implementing innovations. As we reflect on this research project, we have come to realise the importance of agility, innovation, and adaptability in transforming a curriculum at the interface of university-school relationships.

School leadership in high performing schools in Gauteng: Voices of SMT members

Mandisa Chardeen Ndaba

mcndaba24@gmail.com

The study presents the findings of a qualitative study on the characteristics of school leadership and management in two Gauteng high-performing schools. The schools selected for the study had achieved over 90% overall pass rates from 2019 to 2021. Data was collected through documents review; the Education Labour Relations Council (ELRC) and semi-structured interviews with members of the school management teams. Thematic data analysis was used to analyse the findings. The study's findings indicate that high performance in schools is driven by several factors, including the role of school managers in shaping the direction and managing the school as an organisation; managing teaching and learning and assuring accountability; and working with and for the community. While these elements contribute to school quality, the article suggests that effective school leadership is contingent, and various leadership styles can be employed to enhance school performance.

Beyond the Classroom: Transforming Museums and Art Galleries as Learning Spaces for the Preservation and Transmission of African Folklore and Traditions

Taku Victor Jong

jong.victor@ubuea.com

The classroom has generally been considered as an authorized and legitimate space where knowledge is dispensed and acquired. In Cameroon, for instance, many people are not interested in visiting museums and art galleries. Those who venture to these spaces do not care to know how they are run or managed. It has also been observed that museums and art galleries neglect aspects of intangible cultural heritage and focus on the tangible. This paper will focus on inclusive activities which school authorities, curators and artists of museums and art galleries can carry out geared towards transforming these cultural structures as veritable and formal spaces of learning. In this regard, the LIFAFa Museum and Max Sako Lyongo's Art Gallery in Buea will be used to demonstrate some of the methods and techniques aimed at creating a physical and virtual space for the preservation and transmission of African folklore and traditions. Apart from narrating the stories behind each artefact and painting found in the selected museum and art gallery, school authorities, teachers and learners will devote time to have a hands-on experience aimed at skills acquisition, career orientation and job openings in the cultural and artistic enterprise. With the aid of Post-modernism, this study will culminate towards the birth of the "New and inclusive museum" built to address shared histories, socio-cultural, political, group identities and the needs and aspirations of learners in the 21st Century.

Effective School Leadership and Management: A Veritable Tool for Sustainable Technology Education

Development in Nigeria

Simeon Oluwole Odede

odedesimeon@yahoo.com

The study investigates the role of effective school leadership and management in promoting sustainable technology education development in Nigeria. Drawing from research, it is evident that technology education plays a crucial role in equipping individuals with the skills and knowledge needed to thrive in an increasingly technological society. On the other hand, questions concerning inadequate school administration and leadership have cast doubt on the calibre of technology education in Nigeria. Thus, the aim of the study was to investigate how effective management and strong leadership practices support technology education [are] in promoting long-term development in the Nigerian educational system. The leadership strategies that will bring about changes in any given society is examined in the study using James Macgregor Burns' transformational leadership and management theory. The study adopted a descriptive survey research design which was questionnaire based. This study was conducted in Technical Colleges in Osun State. The population consisted of all school administrator and teachers in all the technical colleges in Osun State. A sample of 11 principals and 114 teachers were used for the study. The research was guided by research questions and hypotheses. Questionnaire were used as instruments to elicit relevant data which was designed by the researchers. The data collected were analysed using mean and standard deviation (SD) for research questions and Pearson Moment Correlation for the hypotheses. The findings showed that school administrators/principals with good leadership qualities, were found to create a positive school climate favourable to the technology education development. The findings revealed that effective management practices which includes, strategic planning, resource allocation and data-driven decision-making were found to enhance the efficiency and effectiveness of technology education programmes. It shows that successful schools prioritised student access to technology spaces and implemented innovative teaching methodologies. The

results revealed a significant positive correlation between effective school leadership and management practices, and the quality of technology education provision. The study concludes that effective school leadership and management are essential ingredients for sustainable technology education development in Nigeria. The study recommended that, the principal should assist teachers' professional growth, offer resources, and promote cooperation and creativity. Schools may establish a conducive learning environment and equip students with the technology skills necessary to tackle the challenges and possibilities of the 21st century by investing in transformative leadership and strong management systems.

Social impact of democracy: leadership, management and education in Nigeria

Adetayo Olorunlana, Ifeoluwa O. Olayemi, and Sunday Ogbonna

adetayo.olorunlana@calebuniversity.edu.ng

Leadership and management have a deep and diverse impact on society, affecting areas like economic growth, education, community unity, creativity, and public well-being. Good leadership and management practices can result in positive changes, while their lack or failure can cause negative results. Democratically elected leaders affect the leadership, management and education in Nigeria- where educational systems encounter distinct challenges and opportunities. Effective political leaders influence the appointment of leaders in the field of education which also has the power to impact not just academic results, but also wider societal advancements like decreasing poverty, promoting gender equality, and fostering community growth. This review emphasizes the importance of strong leadership and management in enhancing educational quality, equity, and wider social impacts, including research from the late 1990s until recent time. This review examines studies on the social effects of leadership and management in the education field in Nigeria. We reviewed more than 50 articles and reports published from 1999 to 2023. To obtain a wide and comprehensive selection of relevant literature, we made use of various academic, policy, and open-access databases and

repositories. Google Scholar, JSTOR, PubMed Central, UNESCO, African Union (AU), World Bank, UNICEF, Global Partnership for Education (GPE), African Journals Online (AJOL), Directory of Open Access Journals (DOAJ), and Open Knowledge Repository (World Bank) are all included in the search strategies. The review discusses recurring themes and analyzes important case studies that showcase the impact of educational leadership and management on social development in Nigeria settings, that can be generalize to other African countries.

Leadership models: transformational, transactional, and its effectiveness on tertiary education in Africa

Evans C. Egwim, Ifeoluwa O. Olayemi, and James Akande

evans.egwim@calebuniversity.edu.ng

In Africa, leadership is crucial in influencing the quality and outcomes of higher education, as institutions encounter obstacles like limited funding, lack of infrastructure, and political uncertainty. Successful leadership is crucial for overcoming these challenges and promoting advancements in educational institutions. This review examines how transformational and transactional leadership styles affect higher education in Africa, based on different case studies and literature sources. The findings were validated through multiple data sources and expert reviews to ensure accuracy and relevance. At the University of Pretoria in South Africa, a new leadership style was introduced to enhance diversity and inclusivity. This approach promoted a friendly atmosphere and improved research abilities, resulting in significant achievements between 2010 and 2015: about a 25% increase in student numbers, another 30% increase in research publications, and this improved undergraduate pass rates from 75% to 85%. On the other hand, obstacles such as faculty resistance to change and financial constraints made it difficult to fully support transformational projects. On the other hand, transactional leadership at the University of Lagos, Nigeria, centered on upholding academic standards and operational efficiency by closely following policies and performance measurements. This method resulted in a consistent 70% graduation rate and simplified administrative procedures, decreasing registration and processing durations by 40%.

Although it has been successful, transactional leadership has been criticized for impeding innovation and not fully involving faculty and students. In conclusion, both leadership approaches have unique benefits and encounter particular obstacles in African higher education. Transformational leadership promotes innovation and academic success but necessitates substantial resources and cultural changes. While transactional leadership provides stability and accountability but could inhibit creativity and overall development. Future research needs to investigate hybrid models that combine these methods to effectively meet the diverse needs of African educational institutions.

Empowering ICT efficiency of business studies teachers in Rivers state, Nigeria

Abel Chidera Emmanuel, Anyakoha Chukwunonye, Maureen A. Madu and Kenechukwu, Chinaza

chiderabel@gmail.com

This study examines the impact of technology leadership on enhancing ICT efficiency among business studies teachers in Rivers State, Nigeria. Four research objectives, questions and hypothesis guided the study. The study using a descriptive survey research methodology collected quantitative questionnaires from 87 respondents from public and private schools across Rivers State using a structured closed ended questionnaire evaluated by professionals from the Department of Business Education and the Faculty of Vocational and Technical Education at the University of Nigeria, Nsukka, guaranteed the instrument's reliability, with Cronbach Alpha values ranging from 0.87 to 0.98. Data analysis involved the use of mean, standard deviation, and t-test statistics. Results showed that instructors of business studies were quite effective in resource sharing and communication. The study revealed high ICT proficiency in communication among business studies teachers (Mean = 3.89, SD = 0.54) but identified barriers like lack of technical skills (Mean = 3.67, SD = 0.61) and resources (Mean = 3.12, SD = 0.71). Technology leadership programs showed low effectiveness, necessitating improvement. Strategies such as developing tailored programs (Mean = 3.72, SD = 0.66) and encouraging collaboration (Mean = 3.75, SD = 0.73) were highly recommended. Also, the study found no significant differences in the

mean responses between public and private school teachers regarding ICT efficiency ($p = 0.06$), barriers ($p = 0.83$), program effectiveness ($p = 0.32$), and enhancement strategies ($p = 0.45$). This indicates uniform perceptions among teachers across these aspects. These findings underscore the need for professional development and support to enhance ICT integration in teaching. The results lead the research to suggest focused professional development initiatives addressing shortcomings, including evaluation strategies. Comprehensive assistance programmes are advised to be carried out by policymakers and school officials in order to address shared issues like restricted technology access and change opposition.

Cultivating sustainability consciousness: the role of higher education leadership in Zimbabwe and South Africa

Ncube Mildret, Bangu Respect and Muperi James Tauya

ncubemildret@gmail.com

Cultivating sustainability consciousness through higher learning involves several crucial components: curriculum integration, institutional policies, community engagement, research and innovation, student involvement, leadership development, and global collaboration. This study focuses on the critical roles that leadership and management within Zimbabwean and South African higher education institutions must undertake to foster sustainability consciousness and contribute to the achievement of Sustainable Development Goals. It examines the dichotomy between theoretical understanding and practical application of sustainability principles in these Southern African Development Community countries. The study envisages identifying effective strategies for educational leaders to enhance sustainability practices within academic environments and in the broader community. The study adopts a qualitative methodology combined with a critical theoretical reflection. Document analysis of existing literature, policies and reports related to sustainability consciousness, leadership, and higher education in Zimbabwe and South Africa provides foundational insights into frameworks and challenges. Thereafter, semi-structured interviews with experts, practitioners, and think-tanks from

higher education will explore topics such as sustainability practices, political structures, digital access, and community empowerment. The involvement of key informants will facilitate the capturing of diverse perspectives and experiences. Throughout the study, critical reflection occurs on matters of political inclusion, representation, and implications of the integrating e-learning strategies into higher education as equity and access concerns grow in importance. The findings are expected to provide actionable insights for educational leaders and promote a sustainability culture that transcends theoretical knowledge and manifests tangible community-wide progress. The study contributes to the regional desire for political inclusion and representation, as well as the higher education sectors' inclination toward the political challenges of implementing e-learning strategies in the African context. It also addresses the need for a heightened sustainability consciousness among educational leaders which is essential for driving sustainable development across the continent. Integrating sustainability into colleges and universities' core functions, allows leaders to come up with a more resilient and equitable society for current and future generations.

Enhancing institutional resilience in higher education for sustainable development

(A case study of Caleb University Lagos, Nigeria)

Adetayo Olorunlana and Oluwasola Oni

oluwasola.oni@calebuniversity.edu.ng

Institutions are a crucial element of sustainable development. As sustainability becomes more important, higher education institutions must integrate resilience into their frameworks to mitigate the negative impacts of industrial development. This research aims to enhance an institution's ability to manage external shocks and stresses by examining institutional resilience in higher education. This study is particularly significant for global higher education institutions facing financial constraints, environmental challenges, and social fragmentation. Academic institutions should transcend academic isolation and leverage innovative outreach, research, and teaching to promote sustainability. Collaborative

strategies are essential for resource sharing and staying current with advancements. Given the dynamic nature of higher education, institutions must be resilient to address various challenges and foster sustainable development. An explanatory sequential design, incorporating qualitative and quantitative data collections, is explored to acquire information on financial constraints, environmental challenges, and social fragmentation in higher education institutions. The study purposively samples five top Nigerian universities, included in the Times Higher Education University Rankings of 2024, which features 1,907 universities across 108 countries and regions. The survey engages key stakeholders (such as administrators, faculty, and students in randomise selections) from the five institutions. The research identifies patterns, themes, and insights that highlight how these institutions enhance their resilience and promote sustainable development in the face of environmental stressors and shocks. The study integrates adaptive strategies, comparative analysis, and benchmarking from these world-ranking academic institutions in Nigeria. And then specifically, investigates whether Caleb University aligns its mission with sustainable development goals, how the institution can strengthen its resilience through innovation, interdisciplinary collaboration, and adaptive strategies, and how effectively it navigates financial constraints, regulatory changes, and societal shifts. The research will underscore the importance of institutional resilience for sustainable development. Therefore, recommends, that education leaders leverage lessons from case studies and proactively address challenges to ensure a resilient future.

Examining the role of principals in monitoring instructional practices in the literacy classroom: A scoping review

Bernadictus O'Brian Plaatjies

eplaatjies@unisa.ac.za

Strong literacy skills are essential for children's academic success from the beginning of their school career up to their tertiary education. It is regarded as a crucial part of the language subject in the South African CAPS curriculum. Principals, as educational leaders, are responsible for ensuring a comprehensive and effective implementation of the instructional

programme throughout the entire school curriculum. They should also have a keen interest in literacy instruction, which is considered the cornerstone of a child's academic success. Although literacy instruction is a crucial aspect, the monitoring of instructional practices is an overlooked area of research. Therefore, this scoping review aims to synthesise existing research on the role of principals in monitoring instructional practices within literacy classrooms, highlighting its importance in enhancing educational outcomes, addressing gaps in the literature, and guiding future research and policy initiatives. This qualitative study explores the role of principals as instructional leaders in monitoring literacy instruction practices, focusing on a context-responsive approach to address the unique challenge within South African educational schools. The focus is on practices deeply embedded in the African context, with the need to provide educational leadership practices that focus on the evolution of the (literacy) curriculum. This was done through a scoping review of the relevant literature using instructional leadership theory as an analysis method. First, the research question was defined followed by developing the review protocol, including establishing the eligibility criteria for the review. The selection criteria focused on the role of principals in monitoring literacy instruction and included a data extraction framework. The literature review focused on principals' roles, their instructional leadership practices, the literacy classroom, and how supervision is monitored in the literacy classroom. Preliminary findings reveal that literacy instruction monitoring has been overlooked for several reasons, including lack of subject knowledge of the principals. The study revealed the need for better monitoring of literacy instruction according to a distributed approach. Furthermore, it emphasised the need for a context-responsive approach from principals relevant to the needs and demands of the broader African educational landscape. Since the study showed serious shortcomings in monitoring practices, more empirical research on this topic is imperative.

The role of school leadership in teacher retention and attrition in Sub-Saharan Africa: A review of the literature

Divyashali Sowdagur

d.sowdagur@mie.ac.mu

According to UNESCO (2023), sub-Saharan Africa faces a substantial need for teachers, necessitating 5.4 million primary and 11.1 million secondary school teachers. In such circumstances, it has been suggested that it is essential to not only attract and recruit quality teachers but to also retain them in the profession. Considering the reported detrimental impact of high rates of teacher turnover on the educational experiences of learners, it would be beneficial to examine the factors that account for teacher retention and attrition. This step could enhance support for teachers and improve retention rates. Various factors have been identified in the literature and one of the most significant is the role that school leadership plays in teacher retention and attrition. To this end, a comprehensive literature review spanning 2014-2024 was conducted using Google Scholar to identify the relevant scholarship. The search parameters were teacher attrition, teacher retention, school leadership and the sub-Saharan educational context. Peer reviewed journal articles, book chapters and reports were selected based on relevance, scholarly merit and quality. Despite the predominance of literature originating from the West and the scarcity of studies specific to sub-Saharan Africa, the findings emphasise the essential role that school leaders play in teacher retention and attrition. However, further research is required to understand how school leaders conceptualise their role(s) and shape the experiences of teachers. Research especially longitudinal studies that investigate the relationship between school leadership and other variables in diverse contexts of sub-Saharan Africa is also needed. Addressing these gaps might inform policy decisions because retention strategies that are tailored for specific contexts might positively impact teachers and learners thereby rendering the educational system more resilient.

The kgotla system: Insights for educational leaders from Botswana culture

Macedelyn Mosalagae, Shathani Rejoyce Orapeleng & Annah Koboyatau

Mosalagaem@ub.ac.bw

The paper intends to explore the potential role that the concept and practice of the kgotla system can have when utilized to inform school leadership in Botswana. Reference is made to the traditional ways leadership and consensus impact action at communal and national levels. The authors opine that there is an interrelationship between the Botswana societal model of the kgotla and school leadership and governance. The study's objective is to show how the impact of this synergy can benefit school leaders. Education is one evolving system that needs constant changes and strategies relevant to the present. Relevancy in terms of becoming aware of the societal environment in which the school resides and provides for a school when its leaders have enacted the values of culturally rooted systems. The Kgotla represents a meaningful place and a communication system headed by the Chief. Despite its limitations, the Botswana government considers the Kgotla system a significant governance component. Therefore, using the Kgotla system (Laubscher, 2019) as a theoretical framework, this paper will extract its principles, such as civic engagement, civility, space and place and show how school leaders can apply them in their leadership for improved governance, communication and sustainability in schools. The study will adopt a qualitative design with two paramount chiefs of Batlokwa and Barolong who will be purposively sampled because of their roles, the former as the incumbent house of chief's chairman and the latter as his former deputy. Semi-structured -one-on-one interviews will be conducted with the Chiefs and analysed thematically to inform the paper.

Fostering leadership aspiration among female teachers: a dynamic interplay between school culture and teachers' motivation to lead

Sulaimon Adewale and Zvisinei Moyo

sulady.sa@gmail.com and Zvisineim@uj.ac.za

Despite a substantial increase in the number of educated women in Africa, only a few among them have occupied leadership positions. This study therefore seeks to explore the dynamic interplay between school culture and motivation to lead among female teachers in Nigeria. A quantitative research design to conduct the study while simple random sampling method will be used to select 200 female secondary school teachers in Nigeria. Data to be collected with an adapted questionnaire. PLS-SEM software version 4 and Statistical Package for Social Sciences (SPSS v29) will be used to test research hypotheses and analyse the descriptive data. It is anticipated that the outcome of this study will indicate if there is a direct causal relationship between school culture and leadership aspiration among female teachers. Similarly, the study will determine the mediating role of motivation to lead between school culture and leadership aspiration among female teachers. The outcome of this study will be of immense benefit to policy maker and education managers to device a working strategy to achieve sustainable development goal 5 on gender equality.

Losers and winners in the academe: the psychological burdens and benefits of elective academic leadership in universities

Dennis Zami Atibuni, David Kani Olema, Judith Biira, Grace Milly Kibanja

zamidennis79@gmail.com

Elective academic leadership is trending across higher education institutions worldwide. Postulates of being elected in the political academe, rather than selected (or appointed) as is the case in the classical academe, are associated with benefits of enhanced credibility, effectiveness, accountability, and representation. However, elective academic

leadership comes with burdens for individuals and institutions. This conceptual review paper examines the psychological benefits and burdens of elective academic leadership in universities. Semi-systematic literature review methodology involving a comprehensive desk-based review and analysis of existing literature on elective academic leadership in universities was employed. A search of academic databases, including Google Scholar, JSTOR, and Web of Science, was conducted using keywords such as "elective academic leadership," "psychological burdens," and "psychological benefits." The paper argues that investment in politicizing academic leadership is a recipe for stress and pressure to perform, additional workload and responsibility, high expectations from colleagues and students, and potential burnout and emotional exhaustion among the leaders. Strategies for a paradigm shift from the intrigue laden political academic leadership to a merit-based classical academic leadership are proffered. Implications for policy and practice are also discussed.

Implementation of Professional Learning Communities Concept in Effutu Municipality (Ghana): Challenges and Support Systems for head teachers

Hinne Kusi and Esther Antwi

hinnehkusi@yahoo.com/hkusi@uew.edu.gh

Professional Learning Communities (PLCs) concept was introduced in the pre-tertiary education system in Ghana in 2019 as a model of continuous professional development, following the education reforms. The aim was to offer teachers opportunity to take charge of their own professional learning so that they could become competent professionals in the field of education. Also, PLCs was intended to help promote collaboration and collegiality among the teachers. This study explored the challenges facing the basic school head teachers in Effutu Municipality of Ghana in the implementation of PLCs concept and the support systems they needed. It was a qualitative research underpinned by the interpretivist paradigm and employed a case study design. Using maximal variation sampling strategy, 15 head teachers with various

academic qualifications and occupying various ranks in the Ghana Education Service were selected for semi-structured interviews. The data collected was analysed thematically. The study revealed that the challenges confronting the head teachers in the implementation of PLCs included time constraints, limited space for reflective activities, perceived lack of value, and inadequate knowledge about the concept. It also emerged that financial and material resources needed for effective implementation of the PLCs in the municipality were not forthcoming. The study recommended that the Municipal Education Directorate should intensify school sensitization campaigns to raise awareness, and to promote the benefits of PLCs among the head teachers, teachers, and relevant stakeholders to ensure effective implementation of the concept.

Parental divorce and socio-economic background as determinant of truancy behaviour among secondary school students in Oyo East local government

Ojokheta Paul

paulojokheta@gmail.com

Truancy among students has become a growing problem. It jeopardizes the chances of achieving their educational goals. This prompts the study to examine Parental Divorce and Socio-economic Background as Determinant of Truancy Behaviour among Secondary School Students in Oyo East Local Government. The work is hinged on behavioural theory, Social Learning theory (SLT) and Cognitive Behavioural theory (CBT). The study adopted a survey research design. A total number of sixty secondary school students were selected by the researcher from three different schools in Oyo East local government using simple random sampling technique. A structured questionnaire consisted of demographics and standardized scales were used to collect data in this study. Four hypotheses were formulated and tested using ANOVA, correlations and t-test for independent measure. The result showed that, there was significant impact of parental divorce ($M = 28.840$; $F = 6.46$) and socio-economic background ($M = 23.816$; $F = 5.338$) on truancy behaviour among secondary

school students in Oyo East local government (p-value = 0.00; df = 5; sig. value = 0.05). The result also showed parental divorce has no significant relationship with truancy behaviour (N = 60; p-value = 0.135) behaviour among secondary school students in Oyo East local government. Furthermore, there was no significant relationship between socio-economic background and truancy behaviour (N = 60; p-value = 0.817) among secondary school students in Oyo East local government. Finally, there is no significant difference in truancy rate of male and female (M.D = 1.09; df = 58; S.D = 1.18; p-value = 0.358) secondary school students in Oyo East local government. It was concluded in this study that parental divorce and socio-economic background has positive impact on truancy behaviour of secondary students in Oyo East local government and also, parental divorce may not be a strong predictor of truancy behaviour and also gender may not be a determining factor in predicting truancy behaviour among secondary students in Oyo East local government. The study therefore recommends that there should be implementation of school-based intervention that promote positive school climate and student engagement to mitigate the risk of truancy among all students, irrespective of family dynamics or socio-economic background.

Exploring stakeholders in leading and managing educational resilience for sustainability

Peter Oloba

petero@uj.ac.za

Educational resilience for sustainability refers to the ability of educational systems to adapt, recover, and thrive amid challenges, ensuring long-term viability and effectiveness. This concept involves continuous improvement and innovation to meet evolving socio-economic and environmental demands. Stakeholder involvement is crucial for enhancing educational resilience for sustainability. Research has shown that one key reason for the ineffectiveness of educational resilience for sustainability is the lack of broad stakeholder engagement; the government alone cannot shoulder this responsibility. Therefore, this study aims to explore the stakeholders who should be involved in leading

and managing educational resilience for sustainability. Through the lens of a constructivist research paradigm, the study is located in a generic qualitative research design with the use of one-on-one semi-structured interviews with 38 participants from 12 stakeholder groups for the data collection and the use of qualitative content analysis techniques for analysing the data. The findings identify the political class, teachers, reform facilitators, proprietors of private schools, students, parents, the legislature, the government, traditional rulers, religious leaders, NGOs, teacher training institutions, teachers' unions, and the ministry of education as essential stakeholders that should be involved in leading and managing educational resilience for sustainability. The study recommends involving all stakeholders in every facet of resilience-building to achieve effective management and leadership in educational resilience for sustainability. Such inclusive involvement ensures diverse perspectives and expertise are integrated, fostering a comprehensive and effective approach to addressing sustainability challenges. Moreover, stakeholder engagement promotes shared responsibility and commitment, ultimately enhancing the capacity of educational systems to adapt and thrive in the face of adversity, thereby propelling sustainability.

Intersection of Ethics-Based leadership for Accountability and sustainability in schools: Perspectives of Six principals from South Africa

Celumusa Bethuel Hlongwane and Thamsanqa Thulani Bhengu

hlongscb10@gmail.com and Bhengutt@ukzn.ac.za

It is widely acknowledged globally by scholars that education systems and school leaders specifically, face numerous challenges and complexities as a result of the crisis-ridden global world. In such challenging contexts, school organisational resilience is imperative in order to ensure schools' sustainability and to continue with the provision of equitable quality education. At the same time, cries for democracy, transparency and accountability abound. Leading schools during these crisis-ridden times require school leaders and managers whose leadership is grounded in the

principles of Ethics, Accountability, Transparency and that are geared towards efficiency, prosperity, collaboration and sustainability. This paper explores how ethics-based leadership, leadership driven by accountability intersects with stakeholders and transparency in order to bring about effective and sustainable schooling in the context of socio-economic deprivations in South Africa. This paper is drawn from a qualitative study, underpinned by three theoretical constructs of Multiple Ethics Paradigm Theory by Robert Starrat, Accountability Theory by Lerner and Tetlock, as well as, Stakeholder Theory by Freeman. Six purposively and conveniently sampled school principals, located in areas facing multiple socio-economic deprivations, participated in the study. Semi-structured interviews and documents reviews were used as techniques to generate data. Thematic cross-case analysis as espoused by Miles and Huberman was used to analyse the data. The findings suggest that those principals who strongly believed in transparency, collaboration and trust in other stakeholders stood a better chance of harnessing multilateral wisdom of others and built trust in one another that helped to bring about the desired schools' efficiency, sustainability and prosperity.

Empowering principals to lead and manage public schools effectively in the 21st century

Raj Mestry and Pierre du Plessis

rajm@uj.ac.za and pierredp@uj.ac.za

Education systems in Africa have been affected by radical social, political and economic changes. Although school principals in Africa play a pivotal role in improving student learning and attaining educational outcomes, they work under strenuous conditions to deal with multifaceted transformational issues. Principals experience great difficulty in coping with numerous changes, partly because they are inadequately prepared for their leadership position, or simply lack the necessary skills, knowledge and attitudes to lead and manage schools effectively and efficiently. Fundamentally, principals in Africa should be empowered to effectively deal with challenges facing them in the 21st century. Using qualitative research, this study explored the importance of promoting a culture of professional development that will

prepare principals to confront education challenges and obstacles facing them. Fifteen South African principals were selected to determine their perceptions and experiences of how they were prepared and professionally developed to lead and manage schools. Findings revealed that in South Africa, there is no formal preparation for aspiring or practicing principals taking on leadership and management positions, and very few in-service professional development programmes are available. There is a dire need for education authorities to introduce compulsory training and development programmes for aspiring and practicing school leaders to lead and manage their schools successfully.

Leading and Managing Educational Landscape for Organisational Resilience for Sustainability

Celumusa Bethuel Hlongwane and Thamsanqa Thulani Bhengu

hlongscb10@gmail.com and Bhengutt@ukzn.ac.za

The UN Sustainable Development Goals (SDG) (Goal Number 4) place emphasis on all learners to acquire knowledge and skills needed to promote sustainable development by 2030. It suggests that learners should acquire knowledge and skills of meeting their current needs without compromising other people and future generations to meet their own needs. To this end, school leaders and managers should champion Education for Sustainable Development (ESD) so that learners can cope with ecological, economic and societal issues so that future generations would not be compromised. This paper explores school leaders' practices of enhancing organisational resilience for sustainability. Underpinned by interpretive paradigm, a qualitative design, using a multiple case study methodology, six school principals were interviewed using semi-structured interviews. Dynamic Leadership Theory and Multiple Ethical Paradigm Theory were used as theoretical lens to frame the analysis of data. Data was subjected to thematic cross- case analysis. The findings suggest that school principals that participated in research are concerned about the curriculum that is offered to our learners which largely ignores ecological, social and economic problems. This argument is based on the fact that it fails to equip learners with skills, values and knowledge they need to create a fairer and more sustainable world and to be responsible citizenry. The

paper concludes that the ESD for many public schools remain a pie in the sky, with no tangible evidence of how ESD was championed for organisational resilience for sustainability.

Learners' disengagement from schooling and impact on sustainability: South African secondary schools teachers' perspectives

Nadeem Ahmed

rumman513@gmail.com

Learners' disengagement from schooling exhibit behaviors that evade being on track for learning, resulting in learners' lower academic performance, and a serious concern of South African secondary schools. The high probability of learners' disengagement from schooling (45%) in South Africa is not only a concern for learners, teachers, and schools but it is also a concern for sustainable development. Thus, the research intends to examine the factors associated with learners' disengagement from schooling at secondary schools and the impact on sustainability. The research employed a generic qualitative research approach. A total of eighteen teachers from six secondary schools were selected to undertake the research by employing a purposive sampling technique. It was identified that multiple factors play a negative role which leads learners to disengage from schooling. Disengagement negatively impact learners' academic achievement and results in low performance. Low-performer learners have behavioral and social issues with peers and long-term negative effects on their future lives. Moreover, disengaged learners' have more probability of being involved in drug abuse and have a higher risk of dropping out of school. During the research, it was found that poverty and socio-economic background, teenage pregnancies, drug abuse, and broken family structure are some of the major challenges that South African society faces, and are the main factors that influence learners' disengagement from schooling. The schools that choose to accomplish the research are dealing with learners from diverse backgrounds. Learners from these backgrounds cannot engage themselves with schooling because of the shortage of essential educational resources, and lack of

motivation and guidance from parents. It is hence mandatory for the parents, teachers, and society to address the challenges to minimize learners' disengagement ratio from schooling.

Charting the course: management strategies in shaping Nigeria's vocational and technical education landscape for relevance

Hassan Yunusa Jamilu

Hyjamilu.ste@buk.edu.ng

Vocational and technical education (VTE) holds significant potential to cultivate skilled human resources as drivers of economic growth in Nigeria. However, the relevance and effectiveness of VTE programs hinge on strategic leadership and efficient management within the educational sphere. This research employed a mixed-method triangulation approach to investigate the pivotal role of management in shaping Nigeria's VTE landscape to better meet contemporary workforce demands. The study utilized a questionnaire named the VTE Management Framework (VTEMF) to gather quantitative data, complemented by interviews with 11 Heads of VTE institutions in Nigeria. These interviews analyzed current practices, challenges, and potential strategies. To address the challenges discovered in this research which included poor public-private engagement practices, outdated curricula and limited resources, this paper recommended proactive strategies like equitable stakeholder engagement, technology integration, and professional development initiatives among others to revolutionize VTE delivery. By implementing these multifaceted approaches, VTE institutions can enhance relevance, quality, and ultimately contribute significantly to Nigeria's economic development and the empowerment of its citizens for sustainable growth.

Challenges in the management and leadership of teaching and learning in rural schools

Pierre du Plessis and Raj Mestry

rajm@uj.ac.za and pierredp@uj.ac.za

Poverty is rife in many African countries, and this has serious implications for the provision of quality education. Rural schools face severe challenges that are unique to their environment. A lack of parental interest in children's education, insufficient funding from the state, a lack of resources, underqualified teachers, and multi-grade teaching are some of the barriers to effective education. These challenges, which negatively impact on the management of teaching and learning, can be attributed to numerous sources, from within school structures and from external environments, including local communities and education authorities. Rural areas are generally remote and relatively underdeveloped. As a result, many schools lack the necessary physical resources and basic infrastructure for sanitation, water, roads, transport, electricity, and information and communication technology. The deprived socio-economic status of parents in rural areas places learners at a disadvantage. Due to financial constraints, governments are unable to provide rural schools with the necessary financial support to contribute to learners being provided with quality education. Moreover, educational authorities cannot provide schools with much needed physical and human resources, which places a severe burden on school leaders who are required to supply children with necessities such as stationery and textbooks. This study illustrates the complexity and inter-connectedness of the problems faced by school leaders and teachers in rural schools. Using qualitative research within the interpretivist paradigm, this article explores the perceptions and experiences of educators managing teaching and learning in rural schools located. This grounded-theory research focuses on the management of effective teaching and learning. The findings reveal that school leaders in most rural schools do not have the knowledge and skills to manage schools effectively and this has serious implications for effective teaching and learning.

Pushing the frontiers of school leadership toward education for sustainable futures: Lessons gleaned from a rural district

Mkhize B.N and Mthembu P.E

Mkhizeb@uj.ac.za and pinkie.mthembu@wits.ac.za

The paper reported herein is drawn from an ongoing project in a thriving rural district in KwaZulu-Natal, South Africa, that examines district leadership's practices to support school leadership in effectively leading teaching and learning. The paper focuses on the circuit management sub-directorate to share insights about how this sub-directorate pushes the frontiers of school leadership toward education for sustainable futures. The interpretivism paradigm was adopted to engage with the first-hand experiences of selected circuit managers and school management teams. In keeping with this paradigmatic positioning, the narrative inquiry, a research methodology that allows researchers to engage narratively with people's lived experiences, was adopted. Using narrative ways of generating and analyzing data, four significant practices strongly influencing school leadership were identified. Firstly, the circuit managers foster sustainability consciousness among school leadership. Secondly, they expose school leadership to learning opportunities that develop their competencies to lead education for sustainable futures. Thirdly, they foster interdisciplinary understanding toward co-creating sustainable futures. Lastly, they support innovative pedagogies for sustainable development. Considering these findings, it is concluded that the participating circuit managers are working towards equipping school leadership with knowledge and the skills and mindset to lead education for sustainable futures. The study contributes insights into how school leadership can be empowered to make informed decisions and take individual and collective action to change society to care for the planet within a VUCA context.

Leaders' supervisory roles in service-learning programmes and implication for university graduates in Nigeria: A systematic review

Dr. YetundeEniola-Arigbe

eniola-arigbe.yetunde@bouesti.edu.ng

The importance of service-learning programmes in university education cannot be overemphasised. Currently, there is gap between graduates' academic knowledge and the skills demanded in the labour market. This skill mismatch has driven scholars in the field of education to explore the potentials of service-learning in equipping graduates with relevant skills to meet evolving demands in the world of work. However, there exists a dearth of research concerning the roles of supervisors in service-learning programmes and the potentials for service-learning among graduates within the Nigerian university setting. This study conducts a systematic review on leaders' supervisory roles in service-learning programmes and its implication for Nigerian university's graduates. The review of current research is contingent on the PRISMA. Following PRISMA methodology, the systematic literature review examines 14 articles published between 2012 and 2023 in four established databases—Scopus, Google Scholar, Eric, and DOAJ. The comparative analysis of studies on service learning in this review reveals a scarcity of scholarly exploration into the roles of supervisors in service-learning programmes within Nigerian university education system. The outcomes of this study provide a foundation for informed decision-making in educational policy and practice, guiding policymakers to allocate resources effectively and administer targeted training programmes to address the challenges associated with service-learning in university education. Future studies should delve deeply into how service-learning programmes can be seamlessly integrated into university education curricula to enhance graduate employability, career advancement and overall growth and development of the country.

School leadership roles in achieving education sustainability development in secondary schools

Esther Oluwayemisi Famaye and Omotayo Adewale Awodiji

estherfamaye@gmail.com and tayojss@gmail.com

Educating for sustainable development (ESD) teaches individuals the knowledge, skills, values, and attitudes to contribute to sustainable development. Thus, the roles of school leaders in achieving secondary school sustainability development in the change era cannot be overestimated. School leaders carryout basic responsibilities such as communication, organisation, motivation and teamwork in their day-to-day activities. This study is underpinned by sustainable leadership theory with focus on how leadership practices ensure long-term success and sustainability in education. Therefore, this study inquires into the school leaders' understanding of ESD. Also, it investigated the roles played by secondary school leaders in the implementation of ESD. Qualitative approach of explorative phenomenology design was adopted to have in-depth understanding of the research objectives. Purposive sampling technique was used to select participants (Principals, Vice Principals, and HoDs) based on the principle of saturation. Interview guide was used to elicit information from the participants. The findings of the study revealed that ESD is perceived as enabling learners to make informed decisions and take responsible actions for the future to ensure the integrity of the environment, economic viability, and a just society for all through curriculum development. Furthermore, school leaders perceived role include creating a supportive environment for ESD, ensuring that sustainability is embedded in all aspects of the school's operations and culture. It was recommended that the school leaders as a matter of urgency should see to the effective implementation of ESD and undergo training that will provide them with relevant skills that will promote their leadership skill in attaining ESD among others.

E-learning educational approach for sustainable development in Nigeria

Joseph O. Jiboku, Peace A. Jiboku and Adebukola A. Dagunduro

jibokujoe@yahoo.com; jiboku.joseph@oouagoiwoye.edu.ng; jiboku.peace@gmail.com;

jiboku.peace@oouagoiwoye.edu.ng

The enormous contribution of education to the collective development and well-being of individuals and nations is well documented. Studies suggest that education is the key that unlocks individual and group potentials. It opens up individuals' thinking faculties, transforms individuals and, by extension, the society. Thus, a new and expanded vision of education and training that is inclusive, responsive and of quality must play a central role in this endeavour. This explains why many countries have made efforts in taking meaningful policy measures to expand their educational systems. One of these measures is E-learning. The E-Learning approach which includes the use of computer technology for teaching and learning; also referred to as web-based medium for teaching and learning and online education, has been embraced by many countries in a globalising world which is technology driven and knowledge based. Nigeria is one of such countries that have embraced this approach with e-learning programmes integrated into the country's educational systems especially at the tertiary level. Notwithstanding, the problem of illiteracy, skills mis-matches, skills-gaps, rising poverty and unemployment abounds even as many graduates churned out each year by these institutions. This negative trend depicts the reality that much still needs to be done in the area of education of Nigeria's growing population. Using the Human Capital Theory of Gary S. Baker, this paper addresses the question: In which direction is the E-Learning Approach contributing to inclusive education in the quest for sustainable development in Nigeria? What are the challenges associated with E-Learning in Nigeria? What meaningful suggestions could enhance E-Learning in order to achieve sustainable developmental goals?

Behaviour of learners and sustainable development in Tanzania's higher education institutions

Kezia H. Mkwizu, Harriet G. Mtae, Mato Magobe, Deus Ngaruko and Augustine Kitulo

kmkwizu@hotmail.com; mtaeharrieth14@gmail.com; matomagobe@gmail.com; ngarukoddp@gmail.com;
augustinekitulo@gmail.com

Promoting positive behaviours of young learners is a challenge and of great concern for societies worldwide particularly towards Sustainable Development Goals (SDGs). Existing literature shows that there is still a long way to go in order to achieve SDGs especially SDG 4 which caters for education. The UNESCO 2024 SDG 4 Global Education Monitoring Report reveals that setting benchmarks and targets are key to achieve SDGs. This implies that more studies are needed on Sustainable Development (SD) in the education sector in order to avail information necessary for SDG 4. Hence, this study's main objective is to explore behaviour of learners and sustainable development in Higher Education Institutions (HEIs). Specifically, this paper explores student learners' awareness sources of SD concept and existing modules of SD in HEIs. This study involved 6 universities located in Tanzania. This paper adopts quantitative method and descriptive design. Using descriptive statistics analysis assisted by SPSS version 25 in terms of percentages based on sample size of 731 students, this paper's findings revealed that most student learners had heard of SD concept from schools (36.02%) followed by TV (11.82%). In relation to existing modules on SD, the majority of student learners said no (55.87%). This implies that education practitioners including educational leaders and policy makers need to establish modules on SD in HEIs.

Exploring the role of libraries in promoting sustainable development goals in education in Africa

Adamu Abdullahi Muhammed, Ahmad Mohammed and Ojo Jacob, Olanrewaju

muhdaa2510@gmail.com; muhammed.adamu@fud.edu.ng; amkwaru@fud.edu.ng; ojac-edu@yahoo.com

The concept of sustainable development has gained increasing attention globally, with the United Nations Sustainable Development Goals (SDGs) serving as a comprehensive framework for addressing various socio-economic and environmental challenges. Within the realm of education, achieving sustainability entails not only imparting knowledge and skills but also nurturing a generation capable of addressing current and future societal needs. African countries, with their diverse socio-economic contexts and educational challenges, are particularly focused on leveraging available resources to advance sustainable development in education. This paper explores the critical roles that libraries play in promoting SDGs within the African educational landscape. Drawing upon a comprehensive review of literature, this research examines the multifaceted contributions of libraries to the attainment of SDGs in education across Africa. Libraries serve as dynamic hubs of knowledge dissemination, providing access to diverse learning resources and fostering information literacy skills essential for understanding and addressing sustainability issues. Moreover, libraries function as inclusive spaces that facilitate community engagement and participatory learning, thereby promoting a culture of collaboration and innovation necessary for sustainable development. The study also investigates the strategic initiatives undertaken by African libraries to align their services and programs with specific SDGs, such as quality education (SDG 4), gender equality (SDG 5), and reduced inequalities (SDG 10). Additionally, the research explores the challenges and opportunities faced by libraries in fulfilling their role as catalysts for educational sustainability in Africa, including funding constraints, technological limitations, and the need for greater collaboration among stakeholders. This study underscores the importance of integrating libraries into broader sustainable development strategies across Africa. The findings offer insights for policymakers, educators, and library professionals to leverage libraries as transformative agents for advancing inclusive and equitable education in African.

"Leadership and management in Mauritian education: Analysing secondary school performance and resource utilization in Mauritius"

Leenshya Gunnoo and Eric V. Bindah

leenshya.gunnoo@utm.ac.mu and bindahe@yahoo.co.uk

A decline in educational performance in developing countries, including Mauritius, has been noted. This study aimed to analyze the secondary education system, focusing on three key objectives: investigating educational indicator trends, determining the availability of educational resources and their impact on student performance, and assessing the management of these resources in state secondary schools in Mauritius. A descriptive research method was employed, utilizing both primary and secondary data. National statistical data on secondary education was analyzed for trend analysis, while correlational analysis examined the relationship between resource availability and student performance. The study targeted Head of Departments (HoDs) in state secondary schools, employing a cluster sampling to select 85 HoDs. Data collection was conducted through questionnaires and analyzed using SPSS. The findings indicated an upward trend in indicators such as student enrolment, number of teachers, distribution of rooms, and availability of recreational and IT facilities in Mauritian state secondary schools. However, there was a noted decline in the percentage pass rates for students in SC examinations from 2002 to 2023. Conversely, the percentage pass rate for HSC exams increased from 2002 to 2009 but subsequently declined until 2023. Despite the high availability of educational resources, no significant relationship was found between resource availability and student academic performance. The study also revealed effective management of human, financial, and physical resources in state secondary schools. These insights provide valuable information for policymakers and stakeholders regarding resource *allocation and management in the education sector*.

Sustainable parental involvement during covid-19: Stories of success from a foundation phase supplementary teaching and learning programme

Phumlani Erasmus Myende

myendep@ukzn.ac.za

The resilience and sustainability of schools as organizations require participation from a multitude of stakeholders. One of the critical stakeholders required for the resilience of rural schools are parents. However, it has been long established that meaningful parental involvement in education, especially in schools located in rural contexts, is complex to achieve. Many hindrances, such as the level of education of parents, the unequal relationship between teachers and parents, and other socio-economic factors, have been cited as stumbling blocks toward ensuring that parents from rural communities are involved in their children's education. Against this long-established problem, the emergency of Covid-19 in 2020 meant that learners and teachers needed to interact beyond the school walls due to national school closure. Schools were challenged to either stop teaching and learning until COVID-19 restrictions were lifted and school reopening was announced. Unsurprisingly, many schools in South Africa, especially those located in rural contexts, could not continue with teaching and learning, a sign of a lack of resilience. Issues such as the digital divide, familial setup, and other socio-economic issues meant that schools, no matter how much they wanted, could not continue with any teaching and learning during school closure. While this was the case with many schools located in rural contexts, this chapter shares stories of success about parental involvement during Covid-19. Premised within Epstein's six typologies of parental involvement, the chapter uses a qualitative research methodology to explore how teachers in three primary schools, through a Supplementary Foundation Phase Teaching Programme (SFPP), successfully ensured parental involvement during Covid-19. The findings suggest that the meaning and practice of parental involvement need to be relooked at to demystify the myths about parental involvement, especially within the context of rurality. Furthermore, the findings suggest that parental involvement, especially in the context of school-community partnership, is a collective plan, and

its success depends on collaboration between those who manage schools and teachers teaching in the classroom. Lastly, the findings further demonstrate how WhatsApp can be used as a portal for bridging the gap between parents and teachers and how it can be one of the viable options for communicating with rural parents. The chapter's contribution lies in two aspects. First, it provides a positive outlook on the topic of parental involvement within the context of rurality, but it further provides space to reimagine the meaning of parental involvement, which can serve as one of the panaceas for organizational sustainability and resilience.

School Management Teams (SMT) and educators' perceptions and readiness on smartphones use as M-Learning tools

Sello Mokoena

mokoenas@unizulu.ac.za

The adoption and acceptance of mobile technologies as m-learning tools provides possibilities and opportunities for School Management Teams (SMTs) to effectively improve teaching and learning in secondary schools. The evolving and advancements in the manufacturing of mobile technologies shed light on platforms and tools that schools' managers could infuse to promote m-learning in secondary schools. The aim of the study was to explore the perceptions of School Management Teams members (SMT) i.e. principals in identifying potential tools and platforms for secondary schools to infuse m-learning in secondary education. Qualitative methods were adopted for the study. Qualitative data was collected from 8 participants. Semi-structured interviews were employed to collect qualitative data and themes were used to analyse data collected. The main study findings revealed that the SMT members indicated that the smartphone access to the internet to be used as a stepping ground to motivates and influences teachers and learners to use smartphones as m-learning tools. Therefore, secondary schools need IT infrastructures such as WiFi, routers and other

ICT resources that support internet access in secondary schools. Policies to guide the appropriate use of smartphones as m-learning tools in secondary schools.

The role of transformational leadership in fostering inclusivity of sexual diversity in schools

Glodean Thani

glodean.thani@wits.ac.za

This conceptual paper explores the role that leaders play in promoting tolerance of sexual diversity and facilitating staff attitude changes towards the promotion of an inclusive school environment committed to quality education for all learners. The incorporation of sexual diversity learners in South African schools has not been smooth, due in part to incongruent conservative paradigms influenced by religion, culture and traditions held in South African schools. School leaders as essential for school change, labelling them as gatekeepers of the same (Fullan, 2014). The role of principals and their School Management Teams (SMT) in addressing constitutional issues of transformation in South African schools cannot be emphasized enough. Using discourse analysis, I unpack dominant discourses that prevent the successful social integration of learners of diverse sexual orientation and gender identity expressions in schools. The paper finds that transformative leaders tend to be more successful in promoting inclusivity as they prioritize "inclusive, respectful, and equitable" school cultures. These types of leaders succeed because they aim to address inequalities in their schools by first acknowledging diversities before devising means of promoting inclusivity. The paper recommends the principles of *ubuntu* as a transformative leadership approach. Characterised by, "compassion, reciprocity, dignity, harmony, and humanity" *ubuntu* can be integrated into compulsory school leadership training as a modality of promoting constitutional values.

Positive power dynamics for leading schools towards resilience and sustainability

Sadi Seyama

sseyama@uj.ac.za

This paper argues that attention should be drawn to the varying positive power bases that create constructive work climates empowering, supporting, inspiring and mobilising the collective efforts towards navigating South African schools' volatile, uncertain, complex and ambiguous (VUCA) context. Post-COVID-19 pandemic, schools operate in vulnerable and precarious conditions where disruptive change is always risky. Therefore, in these conditions of the survival of the fittest, building resilient and sustainable organisations through positive power is an unquestionable priority. Power as an independent variable in organisations is pivotal to the purposeful and effective achievement of strategic objectives. It drives the operations of organisations directly and indirectly. Moreover, power is the fuel that energises school leaders, managers, educators and all other stakeholders to function towards quality education and learner success. While it is apparent that power is essential, educational management, organisational, and leadership scholarship is limited in the explicit study of it, particularly power's influence on organisational behaviours that undergird inclusive, resilient and sustainable organisations. Thus, drawing on the enabling power framework, this paper offers educators' and School Management Teams' perceptions and reflections on their work experiences through the radical humanist paradigm to delineate the use of positive power bases. Within this prism that aims to disrupt exploitative asymmetrical power relations in organisations, the findings' themes illuminate how connection power stimulates learning organisations. It also strengthens Ubuntu's principles of communalism, which are based on the personal power of expertise, enthusing a willingness to share valuable information. Furthermore, legitimate power undergirds the requisite authority; however, using it with sensitivity, avoiding domination or threats, builds trust, fostering transparency and creative mobilisation of ideas to confront complexities.

Responding to global and local developments and demands on a school leader development programme in South Africa

Amsterdam, C.E.N
christinaa@uj.ac.za

Across the world, school leader development or training programmes are offered to prepare aspiring school leaders or enhance knowledge and skills sets of those already in leadership positions. Typically, these programmes or activities are based on standards set at the national level. The Advanced Diploma in School Leadership and Management (AdvDip in SLM) in South Africa, framed by the South African Standard for Principalship (SASP) was developed to provide 'structured learning opportunities' to current and aspiring school leaders. The aim is to empower programme participants to lead and promote quality teaching and learning in schools and ultimately, provide a pathway to the principalship to those who aspire to serve as school principals. We live in a world that is constantly evolving. This means that school leader responsibilities and, by extension, their professional development needs, evolve as well. These changing professional responsibilities and development needs should inform adjustments or modifications to the professional learning and development programmes or activities in which school leaders participate or are enrolled. As an instructor of three modules in the AdvDip in SLM, I must consider global and local developments, as well as institutional priorities in delivering the curriculum. On a global scale, progress towards Sustainable Development Goal 4 (SDG4) targets must be considered while at national level, it is expected that the AdvDip in SLM programme contributes to making the National Development Plan's vision for 2030 a reality. At institutional level, the work done in the various structures need to support the strategic priorities. Thus, relevance and alignment become key consideration of this action research study is guided by the following question: How does module content in the Advanced Diploma in School Leadership and Management align with global and local developments and demands in education? Document analysis as first phase of this study is currently being undertaken. A preliminary finding, yielded by content analysis, showed limited alignment

with national priorities as well as global developments and demands. Plans for future research includes collaboration with colleagues at my institution, as well as colleagues in institutions, currently offering the AdvDip in SLM.

Educators' leadership and management experiences in supporting learners' transition from the Foundation Phase to the Intermediate Phase in primary schools

Shabalala, S.C

Primary school educators play a pivotal role in building a solid foundation for learners to be able to succeed academically throughout their entire school journey. However, some educators in the primary schools, traverse through a rough patch when learners must transit from one phase to another phase. Little is known about how these educators deal with teaching and learning during this critical stage of transition. But more importantly, little is known about how educators support these learners to adapt to and cope with phase transition respectively. This study explored educators' leadership and management experiences in supporting learners' transition from Foundation to Intermediate Phase in primary schools in the uMlazi District. The participating primary schools were located in rural, semi-rural and in the township. In this research, I adopted a qualitative multiple case study within interpretivist paradigm. Twelve Fourth Grade educators from three primary schools from the uMlazi District were purposefully selected. The study is underpinned by Adaptive Leadership Theory. Semi-structured interviews were used to generate qualitative data which was thematically analysed. Educators' perspectives indicate that learners in the fourth grade encountered numerous challenges which complicated their journey as they progressed from Grade Three to Grade Four. These required educators to do their best to counteract the negative effects of the hostile environment to support these Grade Four learners cope with new teaching and learning environment.

Linking physical resources to school effectiveness: comparative analysis

Velaphi Aaron Nhlapo

Aaron.Nhlapo@nwu.ac.za

In this paper we argue that school effectiveness cannot be fully realised if the school physical resources are not appropriately dealt with. Many studies concur that school physical resources have a direct influence on teaching and learning, which is one critical element of effective school management. South Africa has enough resources to make the schools very effective. However, the lackadaisical management and maintenance of school physical resources become a hinderance for school effectiveness. According to the Gauteng Department of Education, Republic of South Africa (2014:11), the school governing bodies, with the guidance of the principal, are responsible for the management and maintenance of the school buildings and premises. For this reason, a phenomenological qualitative study was undertaken to determine the link between physical resources and school effectiveness in the schools in Gauteng Province. A sample of 10 secondary school principals, 5 from previously disadvantaged communities and 5 from former model C schools, were purposively selected to participated in the research. The Conservation of Resources Theory (CoRT) was chosen to underpin this study and a thematic data analysis was employed to extract themes which contributed several findings. The key findings reveal amongst others, that school principals and other members of the school management team (SMT) compromised their schools' effectiveness by their poor management and maintenance of school physical resources, particularly in the low quintile ranking schools. In the contrary, the higher quintile ranking schools, former model C, there were no serious challenges with the management and maintenance of the physical resources. The physical resources that this study was interested in, include the building envelope, grounds and technological gadgets.

Promoting sustainable gender equality practices for senior leadership positions in public schools.

Sureshnee Devi Govender

govender.sureshnee@gmail.com

Gender equality is a fundamental human right and critical to contemporary economies, yet efforts to transform public education regarding gender imbalances continue to plague the African countries. Females continue to encounter barriers in acquiring senior leadership positions. The study uses Kurt Lewin's three stage model of change to examine gender inequality in female public-school leaders, highlighting the need for identifying driving forces that will equalize the education landscape. The study was directed by four research questions: What are female leaders' experiences in acquiring senior leadership positions in public education? What alternative leadership opportunities are offered for female participation in public education? The researcher then focusses on how do organisations and the society at large benefit from the participation of females in leadership role and lastly, she examines the challenges that females experience in the workplace. The study involved twelve female principals from Johannesburg South District, South Africa, with over ten years of school management and leadership experience. Data was collected through semi-structured interviews and analysed using thematic content analysis. The study's findings were encapsulated into five themes, namely, Alternative leadership opportunities offered for female participation; Benefits and lessons that females bring to organisations and society at large; Power dynamics within the workplace; Females balancing work and home responsibilities and lastly intrinsic barriers that hinder females' chances to aspire to the top level of leadership. The study revealed that female leaders have unique perspectives but are inhibited due to their gender. Despite facing challenges in their families and workplaces, they balance their duties. The study encourages gender equality by educating employees, challenging prejudices, emphasizing rewards, and improving time management. It underscored the significance of breaking gender stereotypes and fostering awareness in order to achieve a healthy work-life balance.

Management practices and organisational effectiveness of private secondary schools: an investigation using the high involvement management model

Michael C. Dike

michael.dike@coronaschools.org; mikedike257@gmail.com

Despite the possible advantages associated with high-involvement management practices, it appears that a few private secondary schools in Lagos State face significant challenges in achieving school effectiveness. The study, thus, examined management practices and organisational effectiveness of private secondary schools: an investigation using the high involvement management model. The study posed four research questions and one null hypothesis. The relevant and associated scholarly literature was reviewed. The study used a descriptive survey research design, with a target population of 18,822 teachers from 193 private secondary schools in Lagos State, Nigeria. The sample size of 915 was determined using the Digeebird sample size calculator, and the study's participants were selected using a multi-stage sample technique. A self-developed questionnaire was designed, and face and content validity were applied to confirm that the obtained data accurately represented the intended variables. The instrument's test-retest reliability was employed to guarantee that its results were consistent and dependable. Cronbach Alpha was used to calculate a reliability coefficient of 0.81, indicating that the research instrument utilised in the study was dependable. The researchers distributed 915 questionnaires to participants, with 900 correctly filled out and used for analysis, resulting in a 98.36% return rate. The data collected was examined using mean, deviation, and regression analysis. The findings revealed that high involvement management practices (employee empowerment, skill development, and reward systems) have significant relationship with organisational effectiveness of private secondary schools in Lagos State, Nigeria. The study recommended, among others, that school principals frequently incorporate teachers and administrative staff during decision-making processes; build a comprehensive training schedule that includes workshops,

seminars, and professional development courses; and organise regular award ceremonies, appreciation events, and public recognition for outstanding performance.

Investigation of Fourth Industrial Revolution Teachers' Skills Necessary for Sustaining High School Education in Nigeria

Chidubem Deborah Adamu

adamuchidubemdeborah@gmail.com

Teaching and learning have become increasingly competitive in the Fourth Industrial Revolution (4IR). Educators are continuously enhancing their professional development in the areas of individualism and self-reliance to help students become critical thinkers and independent problem solvers. Therefore, to maintain high school education in the context of the 4IR, this study explored differences in the mean scores of critical thinking and problem-solving abilities among teachers. The Theory of Education for Sustainable Human Development (TESHD) and the Theory of Transformative Learning (TTL) form the foundation of this study. These theories aim to improve the relationship between students and teachers, as well as the integration of Education for Sustainable Development (ESD) in the classroom during the 4IR. This is why they were chosen for the study. Using a multi-stage sampling technique, data was collected from 100 Nigerian teachers in senior high schools. The study utilised a self-designed, 17-item structured questionnaire titled "4IR Teachers' Skills for Sustainability in High Schools." Teachers' responses to the items were ranked on a three-point Likert scale as highly skilled, moderately skilled, or poorly skilled. Simple percentages, frequencies, means, and standard deviations were calculated using SPSS version 29 and Microsoft Excel for coding. The results revealed that there was no statistically significant difference between the mean scores of high school teachers' critical thinking and problem-solving abilities, which were 2.06 (SD = 0.57) and 2.07 (SD = 0.57) respectively. The findings suggest that high school teachers need to possess strong critical thinking skills to effectively address educational challenges in the 4IR. This study contributes to

existing knowledge by emphasizing the importance of integrating critical thinking and problem-solving techniques into daily teaching practices to sustain high school education in the current landscape of the 4IR.

Leadership Development through the use of Coaching and Mentoring in South Africa

Lizana Oberholzer

l.oberholzer@wlv.ac.uk

The aim of the study was to investigate and evaluate how coaching and mentoring as an intervention, can help develop leadership within a South African context. The study was conducted in a wide range of South African secondary and primary schools in rural areas, where new headteachers who were not previously trained. Headteachers were supported using mentoring and coaching to enable them to develop their own critical and strategic thinking and leadership skills, to enable them to work effectively with their team. This qualitative interpretive case study outlines how coaching and mentoring as interventions provided a positive learning relationship and a development opportunity for new headteachers in South Africa, to empower them to lead their teams and schools to impact positively on learner outcomes. Data was collected through semi-structure interviews and a 6-phrase thematic analysis was conducted to unpack the key findings, and to draw key recommendations and conclusions from the data. All the necessary ethical requirements were in place as outlined by the British Education Research Association, the University of Wolverhampton. The study revealed that coaching and mentoring not only empowered school leaders, it had a profound impact on learner outcomes, as well as equipped leaders with key skills to strategically lead their schools. Leaders reported that the engagement with a mentor and coach also enabled them to work effectively with their own teams, by drawing on these skills they experienced within the coaching and mentoring relationship. In this presentation the findings and key recommendations will be explored in more detail.

Harnessing Continuous Assessment Learning Activity for Quality Basic Education: Teachers' Challenges and Mitigation Strategies in Chikomba District, Zimbabwe

Marshal Kudakwashe Muroiwa, Hemant Chittoo and Ajeevsing Bholoa

marshal.muroiwa@umail.utm.ac.mu

The centrality of education prompted the establishment of United Nations Sustainable Development Goal 4 for quality education. Accordingly, measures are notable in some countries in aligning curriculum towards international best practices. This is in tandem with sub-theme 1 which calls for educational landscape in Africa for relevance: Role of Leadership and Management. Thus, this study seeks to examine challenges faced by teachers in implementation of Continuous Assessment Learning Activity (CALA) for certification and mitigation strategies in Chikomba District, Zimbabwe. The study was underpinned by the lens of Capability and Keep Learning on Track theories. The research methodology adopted was qualitative and, more specifically, purposive and random sampling. Purposive sampling was utilised to randomly select 40 secondary school teachers from three WhatsApp groups drawn from Chikomba West, Central and East Constituencies. On average, each group consisted of 200 members. Questionnaires were administered through Emails, Online Interviews through Zoom and WhatsApp Audio's. Response rate was 90%. Data was analysed using thematic method. Major findings on challenges confronted by teachers include shortage of resources, high teacher-pupil ratio, huge teacher work load, time constraints, inadequate support from administrators, poor record keeping and lack of knowledge, skills and experience. Additionally, shortage of digital infrastructure, top down approach, plagiarism, resistance by learners, CALA missing marks, poor remuneration, lack of teacher's engagement, uncooperative parents and unclear standardisation of CALA. Strategies to circumvent the constraints evolve around resources mobilisation, employment of more teachers, training of teachers, enhanced teachers' engagement, specific CALA allowance and clear standardisation of CALA. Furthermore, establishment of digital infrastructure in schools, electronic profiling, engagement of parents and use of anti-plagiarism tools. The study concluded that, if CALA is well implemented for

certification, quality basic education is enhanced. It strongly recommends for cooperation of education stakeholders in implementation of identified strategies for achieving quality basic education.

Leading education for sustainable futures in South African schools: The Tshwane school food garden project

Phillip Mutemasango, Thabang Nkuna, Makhosazane Khoza, Karabo Mashiloane, and Nadia Van Eeden

Supported by the supervision team, Kathija Yassim, Bongani Mkhize and Sadi Seyama

kyassim@uj.ac.za

Despite three decades of democracy, the South African education system remains in crisis. With a recorded poor performance in international benchmark tests (like PIRLS and TIMSS), an almost 40.4% dropout rate, and increasing unemployment, the education system is critically unsustainable. This means that for South Africa, the attainment of SDGs 1, 2, 3, 4, 8 and 11 are immediately under threat creating an urgent need to reimagine education, towards one that leads to “life” success and not just “school” success. In this regard, the DBE has piloted a three-stream curriculum (with either an academic, vocational or occupational) pathway for learners. While these systemic changes are to be lauded, history confirms such levers of change are complex, bureaucratic and time consuming thereby perpetuating unsustainability. Hence alternative approaches are required which support immediate sustainability action and intervention. This panel discussion shares one such approach through an exposition of the interconnected ongoing research of five postgraduate students who are studying the leadership learning journeys of 6 Tshwane school principals who are focused on the school food garden as a third space for learning. The panel discussion will first provide an overview of each student’s research focus while offering their insights on what they have thus far learned through literature reviews, choice of theoretical frameworks, interacting with participants through data collection processes and through their analysis of any data that they might have collected. The five research foci include:

- Understanding and providing insights into the kind of instructional leadership required for leading sustainable learning in school food gardens (Mashiloane)
- Providing an overview of instructional leadership competencies developed by school principals that support education for sustainable futures using school food gardens (Van Eeden).
- Exploring the ways in which the Tshwane school principals are enhancing and supporting sustainability consciousness and sustainability education by incorporating technology into organisational learning processes (Nkuna).
- Understanding the processes, dynamics, and factors involved in organisational learning, unlearning and re-learning when leading sustainable schools that utilise school food gardens as a third space for learning (Khoza).
- Exploring the entrepreneurial leadership of school principals through school food gardens that serves as a makerspace to encourages and supports learner enterprise through a strengthening of school-community partnerships (Mutemasango).
- Drawing on these studies, the leadership of learning away from inherently unsustainable mental model that reinforces the principles of hierarchy, power and control, separation, competition and colonialism towards the alternative sustainable option that creates space for collaborative, co-created and co-constructed learning, while igniting human connection with one another, the environment and the world through using school food gardens as third spaces for learning is offered.