



UNIVERSITY
OF
JOHANNESBURG

PRESENTATION

RESEARCH TOPIC:

Leading education for sustainable livelihoods in a 4IR driven economy: A case study evaluating the Partners for Possibilities South Africa leadership model.

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THE FOCAL POINT OF THE PRESENTATION

RESEARCH QUESTION

How does the PfPSA leadership model act as a conduit for leadership development that repurposes education for sustainable livelihoods?

Sub-Questions

- How is the instructional leadership role of the school enhanced by the PfPSA leadership development programme?
- What are school principal's experiences of the PfPSA leadership development programme in terms of supporting their leadership of education for sustainable livelihoods?
- What recommendations do school principals provide as intervention for leading education for sustainable livelihoods using the PfPSA leadership model?



Problem statement

40% of learners drop out contributing to unemployment. Socioeconomic issues such as poverty remain a challenge for learners, therefore education needs to be transformed and the partnership between school leaders and business leaders could be one solution to the problem



FINDINGS AND ANALYSIS:

- ✓ Sanitation problems
- ✓ Curriculum demands
- ✓ Lack of finance
- ✓ Time Management
- ✓ Lack of motivation
- ✓ Skills development
- ✓ Factors of production exchanged.
- ✓ Leaders being transformed



Literature review

- Principals are required to lead the school into a 4IR reality and into a context where jobs are guaranteed.
- The principal, working within the SMT and SGB and other stakeholders, should build collaborative relationships and partnerships within and between the internal and external school community for co-creating an education approach that supports learners to make a living.



Research Methodology

- ✓ Phenomenological study approach
- ✓ Semi-structured interviews and how leaders implement strategic plans through a PALAR process
- ✓ Document analysis

SUSTAINABLE LIVELIHOODS (LETS LEARN IN THE GARDEN)

- An approach that improves the understanding of the livelihoods of the poor.
- The development that meets the needs of the presents without compromising the ability of future generations to meet their own needs. Revolves around the triple bottom line:
 - **PEOPLE** (SKILLS DEVELOPMENT)
 - **PLANET** (SUSATINABILITY)
 - **PROFIT** (JOB CREATIONS)



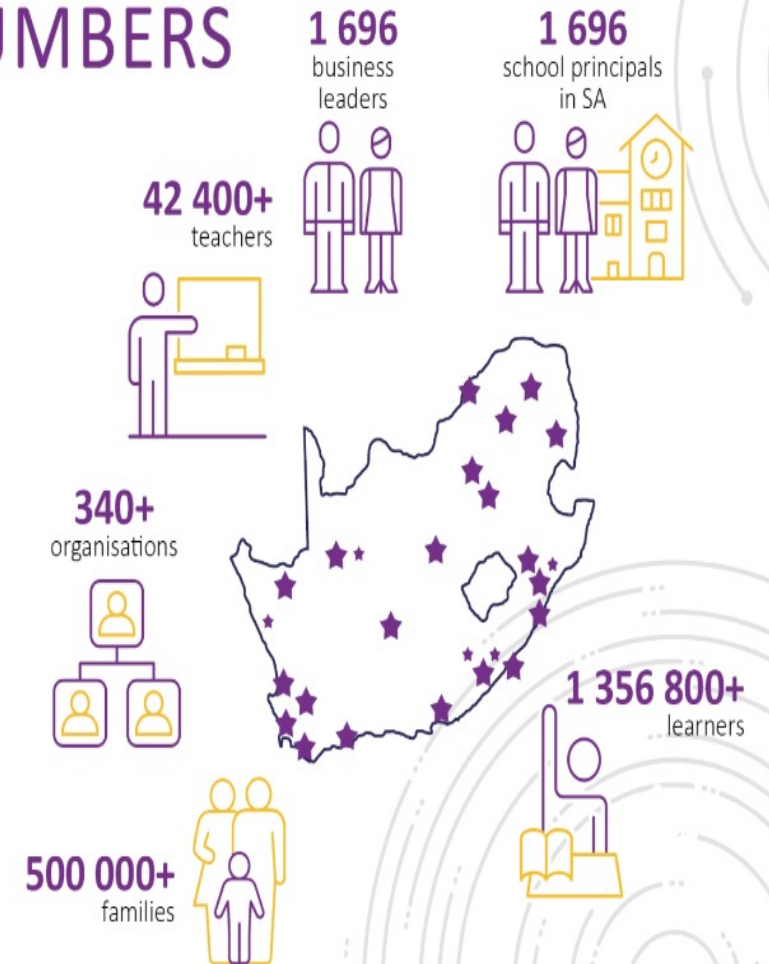
PARTNERS FOR POSSIBILITY SOUTH AFRICA (PfPSA)

- Yearly programme that aims to develop leadership skills to strengthen the principal, SMT and educators as well as improve the involvement of parents and community.
- To provide material resources to the school.
- To help create relations (business partners and school leaders) in a sense that both parties help one another to find solutions to their problems.

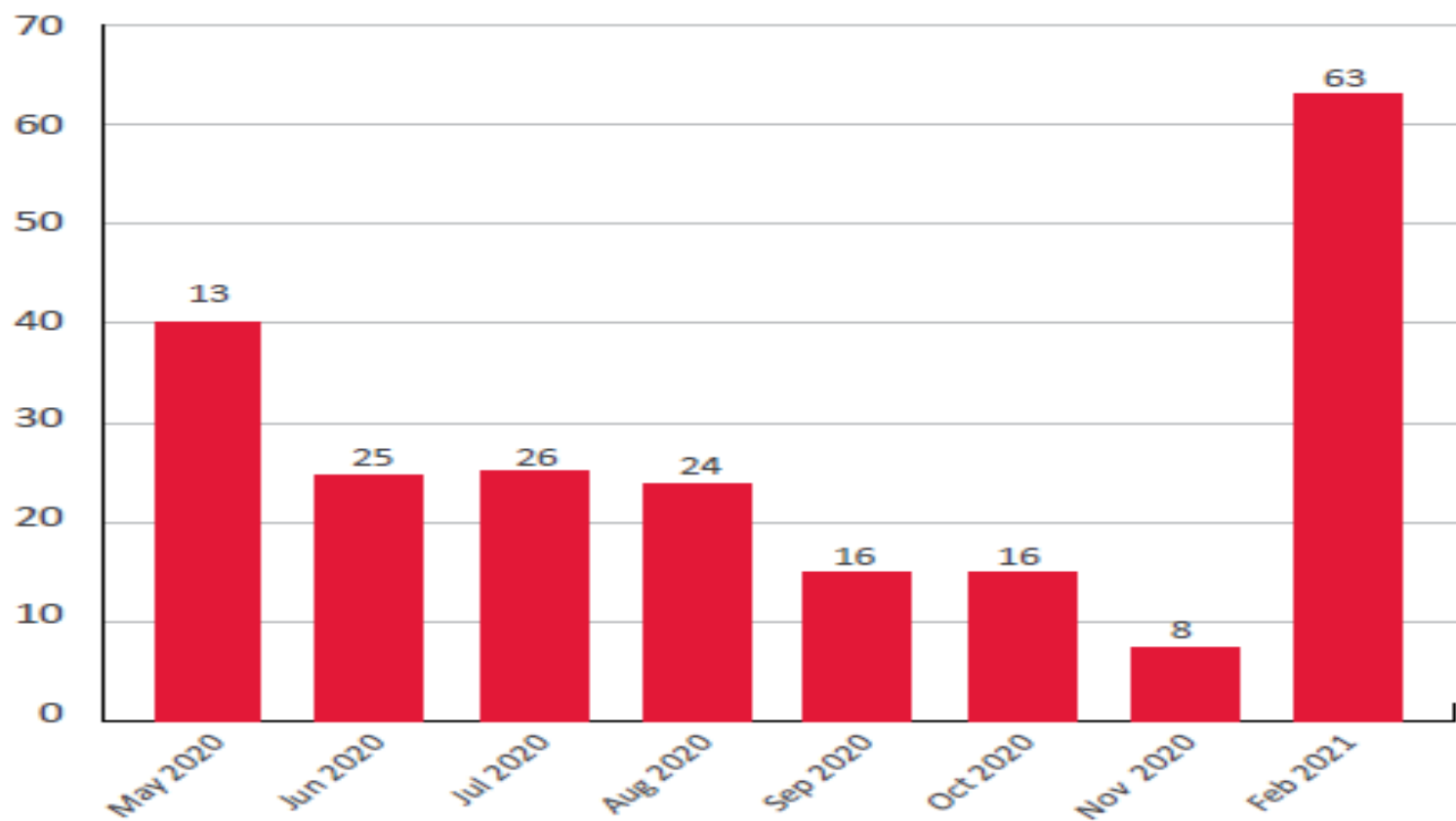
PfP STORY IN NUMBERS

1,696+ co-learning and co-action partnerships between school principals and business leaders launched in the following areas:

- **Gauteng:** Johannesburg, Tshwane, East Rand, Far East Rand and Vereeniging
- **Western Cape:** Cape Town, Cape Winelands, West Coast, Garden Route and Hermanus
- **Eastern Cape:** Port Elizabeth and East London
- **KZN:** Durban, North Coast, Pietermaritzburg and Midlands
- **Limpopo:** Hoedspruit, Polokwane, Letsitele and Lephalale
- **Mpumalanga:** Kruger and Nelspruit
- **Northern Cape:** Upington, Kimberley, Kuruman, De Aar, Kathu and Pofadder
- **Free State:** Bloemfontein and Parys
- **North West:** Klerksdorp and Potchefstroom



Number of Partnerships Launched in 2020 - 2021



SCHOOL PRINCIPALS AND INSTRUCTIONAL LEADERS

- Shava (2020) Describes it as the ability of the principal to **organise** and **promote positive learning conditions** for all students and help teachers meet curriculum standards with the aim to give direction that improves the school's ability to match the changing trends over time.
- Transparency and Trust
- Skilful and visionary
- Equality and collaboration



KZN SCHOOLS VISITED AND THEIR EXPERIENCES



NYONITHWELE
SECONDARY SCHOOL
(15/03/2022)



NORTHDALE PRIMARY
SCHOOL(16/03/2022)



COPEVILLE COMBINED
PRIMARY SCHOOL
(17/03/2022)



MPOPOMENI
SECONDARY SCHOOL
(18/03/2022)

FINDINGS (KZN)

ROLE OF THE PRINCIPALS

- Principals use more of **decentralised approaches** to lead their staff members to allow for opportunities. (Democratic leadership styles)
- Principals **depend more from the department** and take no enough effort to make things happen.
- Principals are **uninformed** of which doors to knock at to seek help.
- Too much of administrative work done as opposed to building connections and changing ways of teaching.

CHALLENGES

- **Socioeconomic issues** such as poverty, crime, unemployment and HIV and Aids were a common problem in all the schools.
- **Finances** (Lack of support from the department of education)
- **Sanitation problems** and improper infrastructures.
- **Curriculum** problems (No subject like agricultural science).
- Lack of time to meet up with partners and initiate actions as per sustainable livelihood is concerned.

SCHOOL PRINCIPAL VS BUSINESS LEADER



ROLES ACCORDING TO PfPSA (2021)

- Principals should carry their roles in a way that **supports and promotes sustainable livelihoods** .
- There should be **interactions and collaborations** between schools and **private sectors** to help alleviate poverty.
- Strong **community relationships** should be built
- Inspire teachers to see the necessity of the change in education

What recommendations do school principals provide as intervention for leading education for sustainable livelihoods using the PfPSA leadership model?



- Collaboration and interaction with business partners is the best solution
- Teaching different subjects like agriculture, EMS, business studies, life sciences and geography in the garden was one way of ensuring fruitful partnerships as there is support from both side.
- Action Learning Sets (ALS) created to encourage execution of transforming education for sustainable livelihoods (TESL).



FINDINGS (LIMPOPO) HOEDSPRUIT HUB



- Principals were taught how to **rethink/redirect** their way of leading in education.
- Most Principals **benefited expertise** from their partners in terms of how they can use gardens for the **acquiring of skills for learners**, **build entrepreneurship** and **connect to the market**.
- **Changes of attitude** from many educators, as more and more initiatives (Teaching and learning) were taking place in the garden which led to **increased pass percentages** and **understanding of content**.
- Learners were **developing the love to their subjects** and more of them were **encouraged to learn** and this is because of the hard works of the leaders and their teachers.
- From **autocratic leaders** to **transformational leaders principals** were transformed by the PfPSA leadership development programme.

ADDITIONALS



Recommendations (What does this mean for people on the ground)

- Using the **garden as a 3rd learning space** as schools will generate solutions for **poverty**, **unemployment** and **promote deeper learning**.
- With **strong relations**, **great positive thinking's**, **sharing of expertise**, finding solutions together with your partners or stakeholders, nothing becomes impossible.
- With principals and all other stakeholders being **proactive enough**, more and more numbers of learner drop outs will drop and more enrolments will increase and education would have meaning.
- Integrating with private sectors is not always about the resources they can offer to schools, but the expertise that will help the school to continuously do things on its own. E.g. Learners taught how to create the **MANDALA GARDENS**.

THANK YOU FOR YOUR TIME