From the ACP President’s Desk:
ACP’s role in Africa

Africa is a continent of diversity in all imaginable ways – contrasting environments, cultural differences, physical appearance of her people, religious inclinations, political ideologies, population density, the economic status of various nations, etcetera. Technology has now made physical distance of no significance when it comes to communication between and among her people. Migration, cross-border trade and international diplomacy have all contributed in making our continent a unit with varying but related parts. It is within this milieu that African children are being educated in order to be globally competitive. It is a known fact that the educational process facilitates learning and is important in the transfer and development of knowledge, values, skills, beliefs, values and so school leadership is a critical factor.

Recognising the important role of school principals in unifying learners across Africa, in the year 2000, the African Confederation of Principals (ACP) was formed in South Africa and ever since, biennial conferences have been held in member countries on rotational basis. Ghana hosted the second edition in 2002 followed by Kenya, where the ACP is headquartered, Nigeria, Uganda, Lesotho and Tanzania in 2004, 2006, 2008, 2010 and 2012 respectively. The last one in the series was held again in Ghana in 2014. It is important to note that while the ‘Global Village’ concept is catching on fast on the economic front, regrettably the same cannot be said of this concept on the educational front among African nations because the pace at which the ACP is growing leaves much to be desired. Even hitherto vibrant nations are gradually losing steam and that is not good enough. It is a time of revival!

At the Lesotho Conference in 2010, Mr. David Wylde, a founding member of ACP, considered the objectives of the association and identified the purpose of the Confederation as follows which I find very relevant to reproduce here:

- Creating ‘African Connections’, thereby knitting together effective institutions on the continent and encouraging closer collaboration among educators of all African nations.
- Promoting and enhancing the image of professionalism of Head Teachers/Principals.

(Continued on page 2)
From the ACP President’s Desk.

Exploring options and methods for networking among like-minded schools.

Celebrating our diversity, but at the same time seeking common ground; identifying common strengths and weaknesses; and seeking workable solutions.

Promoting effective continental communication and fostering the exchange of ideas, educational practices, and sharing professional expertise.

Providing and sharing options for alternative education.

Seeking best practices for our continent and fostering curricula that encourage international understanding and respect for human rights and dignity.

Promoting and exchanging of professional staff and professional publications and encourage participation in meetings, workshops and conferences across boundaries.

Identifying opportunities for interchange of academic staff and pupil exchanges.

Promoting and encouraging gender equity and equal opportunities for all young persons to learn and develop to their fullest potential.

Determining what potential exists for co-operative projects and developing a programme of activities.

Promoting the rights and responsibilities of Head Teachers/Principals; their organizations; and the material and ethical interests of educators.


Mission: To provide principals with a forum for professional growth, benchmarking of good practices for the development of globally competitive African schools.

Motto: Building Educational Bridges Across Africa.

Core Values

Professionalism
We exhibit professionalism by delivering services to members with reverence, commitment, passion, transparency and accountability whilst maintaining high standards.

Diversity
We value diversity of cultures, ideas, expressions and are committed to building an all inclusive environment in the Confederation where there are equal opportunities for all members.

Integrity
We demonstrate integrity through our dedication to building an ethos of dignity, reliability, fairness, selflessness and the fear of God in our working relationships.

Entrepreneurship
We embrace entrepreneurship through development of innovative and creative programmes and initiatives for the sustainability of our Confederation.

These are lofty ideas worth upholding and the flame must be kept burning!

ACP was birthed in South Africa and the South African Principals’ Association (SAPA) will host the 2016 ACP Conference in Cape Town. The country will then assume the presidency of the ACP for two years till 2018 when Kenya takes over. Preceding the 2016 conference will be the International Confederation of Principals (ICP) Council Meeting. Our representative on the ICP Executive, Mrs Alta van Heerden has acquitted herself creditably and so deserves our commendation just as the good people of Kenya who host our secretariat. I hope to see all of you deeply involved in the forthcoming events so that there will be cross-fertilisation of ideas for the accelerated development of Africa. Keep the last week of September and the first week of October, 2016 locked in your diaries for these activities. Let us also make strenuous efforts to draw all the other African nations into our fold, strive to get a desk at the African Union and fulfil our financial obligations. We will then be able to give full meaning to the the ACP motto, “Building Educational Bridges across Africa”. We invite suggestions from across the continent to make our group more vibrant.

My best regards to all of you.

SAMUEL OFORI-ADJEI
(Ghana)
Professional teachers not only engage the young minds but also engage the parents or caregivers and the community. They rejoice in seeing the community working with the school to develop the child. “It takes a whole village to raise a child” or “One on one, one by one, then together.”

Professional teachers should be seen as role models in society. Individuals of such moral, positive attitude to life that they are examples. That is why professional teachers deserve respect.

The professional teacher is a lifelong learner and particularly about how the brain works and how to impart knowledge. Teaching and learning go hand in hand. Learning doesn't take place if there is no teaching. Professional teachers in their humility also have profound self-knowledge and know what they don't know, their own strength and weakness.

Finally professional judgement is the key to the professionalization of teachers. A teacher, who creates an exciting environment but makes a play for a female teenage learner, is making a wrong professional judgement. A principal who, when mediating differences between colleagues, makes an unprofessional judgement call, can divide a school and destroy it. Professional judgements are founded on a code of ethics, mutual respect, respect especially for each individual learner. For example, dismissing the “social woundedness” of a community, and not trying to understand how this impacts individual learners, is poor professional judgement. Then, not setting up psychosocial structures to assist individuals, is an even worse judgement.

Let us understand the greatness of teachers in building our nation, help them, celebrate them and encourage them. Above all, let us encourage our top learners to become teachers, because they will build the professionalism of teaching and the efficacy of our country.

David Wylde
Past President, International Confederation of Principals (ICP)
My Finnish Experience at the ICP Convention in Helsinki

My Finnish experience began with my arrival at 21:00 at Helsinki airport. It was very easy to navigate my way through the clearly marked passages and entrances/exits to a bus, which took me within a hundred metres of the Crowne Plaza Hotel, which I would call 'home' for the next few days.

The Crowne Plaza Hotel is situated about a kilometre away from the main shopping centre. There is a beautiful park and lakes in front of the hotel. Finlandia Hall, the conference venue, was also just 300m away and a short walk through the park.

I spent the first day finding out where everything was. The people are very friendly and helpful and most of them can speak English. They are a society that functions on trust (This was evident in the fact that no-one checks that you have a ticket for the tram or bus). The Hop-on-Hop-off guided bus trip was excellent to get to know the city and I discovered that everything was within walking distance and very safe. One thing that my body had to get used to is the fact that the sun never went down completely and it was therefore, difficult to get to sleep at night.

My work started on my second day in Helsinki, when I had my first face-to-face meeting with the ICP Executive. The Executive consists of the president (Finland), past-president (Brazil/Canada), General Secretary (Australia), Representatives for the Americas (Canada), Europe (Netherlands), Asia-Oceania (Australia), Africa (South Africa) and a General Representative from Australia.

We worked from 09:00 to 17:00 every day with only a lunch break in between. The main focus of these meetings were planning for the council meeting, finalizing arrangements for the convention and looking at some of the documents that were prepared, e.g. membership, regionalization, strategic plan, guest/observer protocol, etc.

The two days of Executive meetings were followed by two days of council meetings again working from 09:00 to 17:00. The council meetings were attended by delegates (usually the presidents) of all the member organisations of ICP. The agenda of the council meeting included ICP Council Business and an Annual General Meeting, as well as presentations on Lobbying and Political Advocacy (England and Canada), Research on Principal Wellness (Prof. Philip Riley's work in Canada and Ireland), Principal Autonomy Project (Netherlands), Principal Certification (Australia), Principal Selection (I did this presentation), Violence in Schools (Prof. Garner – UK).

After the first day of council meetings, we (the council members) were invited to dinner at Suomenlinna Castle. We travelled by ferry to the island where the castle is situated. It is a world heritage site and an example of 18th century fortress architecture in Europe. It was built in the Swedish era as a maritime fortress and a base for the Archipelago fleet. A section of the fort now houses a traditional Finnish restaurant, where we enjoyed traditional food like salmon and reindeer delicacies.

1205 principals from 46 countries attended the ICP Convention with the theme 'Leading Educational Design'. The largest group from a country came from South Africa (152), followed by Australia (148). The largest continental group came from Africa. This was amazing as this group also experienced the most challenges with their visas.

On Monday, 3 August the conference was opened by a traditional ballet performance by one of the local high schools and the Minister of Education. The Keynote address was done by Andre Noel Chaker, the author of the Finnish Miracle. This was an amazing presentation which gave one insight into what has led to Finland becoming one of the leading nations in the world. Most of what makes them successful lies in the kind of people they are not necessarily in what they do. Some of the facts high-lighted were that they are considered to have the best Basic Education System in the World, the best country to rear a family (happiest country), they have the least corruption in the world and is one of the most competitive countries.
A welcome reception was held in Finlandia Hall after the day's proceedings. A lovely meal was served for all to enjoy (NO red meat, lots of salad and fish).

On Tuesday, 4 August the keynote speaker was Pasi Sahlberg, who spoke about Invisible Learning: Hidden features of successful systems. He highlighted the fact that High Performing Systems combine quality with equity. He spoke about...

- **Enhancing Equity of the whole system (Employment Policies- best teachers where they are most needed, equal resourcing, additional support for every child, separate politics from Education)**
- **Gender Equality (when equity improves in Education...more women in parliament)**
- **Children must play (sitting is the new smoking – FINNS call ADHD childhood)**
  
  “Children should discover the world around them and the talents within them.”

On Tuesday and Wednesday delegates could attend two of 13 workshops and 5 Research or Scientific programmes spread over two sessions.

The final presentation of Tuesday was keynote speaker Alf Rehn and his topic was Creativity, Critique and Care – On Designing Thinking Organisations. He challenged delegates to find the 'broken windows' in their organisations and to fix them. He highlighted the need for respect, reciprocity, responsibility and reflection in organisations.

On Tuesday evening after the day's programme the delegates were invited to the Helsinki City Reception in the town hall where the mayor of Helsinki addressed the gathering and refreshments were served, whilst delegates interacted with one another.

Wednesday, 5 August's programme started with keynote speaker Vanessa de Oliveira Andreotti, who addressed Ethics and Global Citizenship Education. This was a very challenging presentation, which encouraged delegates to move beyond the policies to implementation and to experience the world 'through other eyes'. She encouraged us to move away from competencies(ticking boxes) to dispositions.

The last keynote speaker of the day was Eduardo Andere: From Learning Environments to Motivation Environments.

After Wednesday's programme we travelled a little distance by bus to the Gala Dinner at Kalastajatorppa. It was an amazing event held in a very ornate building next to a lake. The entertainment for the evening was provided by high school pupils and included choirs, orchestral music and a jazz band.

(Continued on page 6)
Thursday, 6 August started with a presentation by Andrew Cole from the Wallace Foundation. He spoke about How Effective Principals Lead Change: Lessons from Great School Leaders. His opening statement was that ‘change must be conscious and intentional’. Wallace Foundation identified 5 competencies for principals: Create hospitable climate, Shape transformational vision of academic success for all students, Manage people, data and process, Improve Instruction, Cultivate Leadership in others.

The second keynote address for the day came from Prof. Olive Mugenda of Kenya. This was an amazing lady who spoke about Transformational Leadership and Governance: Building Blocks for Sustainable Growth and Performance. She told her story of how the University of Kenyatta was transformed to a world-class university.

She encouraged delegates to take intelligent, manageable, calculated risks to transform their institutions. Some of the things I will remember are...

- Measure and award performance
- Surround yourself with people with winning attitudes
- Principles and values are the
- Exploit your opportunities
  (Start by picking the low-hanging apples)
- Smallest actions are always better than the noblest of intentions

After sharing the theory with us she began to show us how she translated the theory into action to transform the university.

The final speaker of the conference was Pekka Hyysalo. He was a free skier at the height of his career when he met with an accident during the shooting of an advertisement. He went for his final run, did an amazing maneuver, but was blowen off course by a gust of wind. His accident left him without memory, mobility and speech. After spending a long time in a coma, he started fighting back. Today he still hasn’t got his memories back but is able to talk, walk, ski, cycle and run marathons (in his own way). He is 21 years old and an amazing young man with the tenacity of the FINNS. This is a story worth sharing.

After the conference I had one more day of work with the ICP executive. We worked with Dame Pat from the UK. Her expertise is to help organisations move from their strategic plan to action. It was an amazing experience working with her. I came home on Saturday, feeling absolutely exhausted but very grateful for the experience. I've learnt many lessons that will impact my practice, I have made new friends and have great memories that will be with me forever.

Alta van Heerden
ICP Representative for Africa

Wholesome School Evaluation.

Wholesome is defined as something: good for you and likely to improve your life either physically, morally or emotionally. I believe to have something wholesome we must include everything that will improve the social, physical, economic, intellectual, spiritual and emotional welfare of someone.

John Ruskin has this to say, “The first condition of education is to be able to put someone to wholesome and meaningful work”. This statement ties in well with the four pillars of learning that UNESCO spells out: Learning to know; Learning to do; Learning to live together and Learning to be. This is the very basis of the requisite skills for the navigation of the 21st Century.

What then is a wholesome school? It is one that caters for the four pillars and also remembers the context of the 21st Century in which it is set. In the 21st Century, a wholesome school needs not only to emphasise the 3Rs it needs to permeate them with the 4 Cs: Critical thinking and problem Communication, Collaboration and Creativity and innovation. One cannot forget (Continued on page 7)
the importance of digital literacy, this is the prime driver of the 21st Century. It has redefined communication and the world as we know it. The world is without borders today and concepts of citizenship have also grown and changed to include the local, national and global.

In a wholesome school, the child is put at the centre of everything. Wholesome schools know that reaching out to a child with a positive influence, is one of the most important things one can ever do in a lifetime because the most precious thing a person touches here on earth is a child. The Bible underscores this too, "Therefore whoever humbles himself as this little child is the greatest in the kingdom of heaven". A wholesome school will therefore have leaders who notice the child, encourage the child, allow the child to talk, listen to the child, show an interest in the child's future, let the child ask questions, lift up ideals before the child, compliment the child, share experiences with the child, empower the child to change his circumstances, to reflect on trends around him and take action, to care for the earth and other people, and encourage the child in his Godly and earthly walk. That is why my definition of a teacher is “God's helper in the act of creation”; God creates and we work on formatting and configuring the processors to empower them to operate wholesomely in the world we live in.

Wholesome School Evaluation will therefore take into account how well the school is serving its students and community. It will include not only the usual aspects in a school evaluation e.g. the kind of state and adequacy of structures, the teaching and learning processes, co-curricular programmes, leadership, student organisation, community relations, guidance and counselling, governance, management, among others but should also ask critical questions like, but not limited to: Are the students in the school happy to be there? What is the mental health of the school like? Do the students understand the environment they are in and are they able to live in it with dignity? Do they have the curiosity, critical thought processes, memory and concentration needed to enable them undertake research and discover things for themselves? Can the students and staff work effectively in teams?

Do they have initiative, and a readiness to take risks? Do they have the practical skills to put what they have learned into practice so as to act creatively on their environment? Can they turn knowledge into effective innovations? Are they able to recognise the world's/societies' growing interdependence? Are they able to use what they have learnt and to be able to live together peacefully? Do they understand who they are? Do they have respect, empathy, understanding and appreciation of others? Do they have the freedom of thought, feeling, and imagination? Can they act independently, with insight, critically and responsibly? Is the school providing them with the communication skills they will need to be successful and the math and reading skills they need to compete globally? Are the teachers facilitators of learning? Is the school encouraging and building the 21st Century's skills?

This school evaluation is used to provide a valid and reliable foundation for school planning, identification of areas for improvement and to celebrate successes.

The sixty four million dollar question is: What kind of school leader does the wholesome school call for?

Working on the following characteristics common to leaders of education change would be a handy start: being able to create, communicate and share a vision, believing that schools are for learning, valuing human resources, communicating and listening effectively, being able to build teams, being able to manage change, being proactive, taking ethical risks, being credible, being visible, being trustworthy, being able to empower leaders at all levels, being able to collaborate with others, being a reflective practitioner, an appreciative inquirer, and having a sense of humour among others. The Head teacher must be able to create influences that shape lives, renew teacher faith, inspire and motivate students and staff, have empathy and emotional intelligence, be able to serve his/her clients: student, staff and stakeholders. The Head teacher must be a lifelong learner; to quote Alvin Toffler; “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn”.

(Continued on page 8)
Wholesome School Evaluation.
(Continued from page 7)

Where do you stand?

I would like to share with you an anonymous letter to a teacher often attributed to Abraham Lincoln, the 16th President of the United States of America:

A Letter to My Son’s Teacher

He will have to learn, I know, that all men are not just, all men are not true.

But teach him also that for every scoundrel there is a hero; that for every selfish Politician, there is a dedicated leader…

Teach him for every enemy there is a friend,

Steer him away from envy, if you can, teach him the secret of quiet laughter.

Let him learn early that the bullies are the easiest to lick…

Teach him, if you can, the wonder of books…

But also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun, and the flowers on a green hillside.

In the school teach him it is far more honourable to fail than to cheat…

Teach him to have faith in his own ideas, even if everyone tells him they are wrong…

Teach him to be gentle with gentle people, and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on the band wagon…

Teach him to listen to all men…but teach him also to filter all he hears on a screen of truth, and take only the good that comes through.

Teach him if you can, how to laugh when he is sad…

Teach him there is no shame in tears, Teach him to scoff at cynics and to beware of too much sweetness…

Teach him to sell his brawn and brain to the highest bidders but never to put a price-tag on his heart and soul.

Teach him to close his ears to a howling mob and to stand and fight if he thinks he’s right.

Treat him gently, but do not cuddle him, because only the test of fire makes fine steel.

Let him have the courage to be impatient…let him have the patience to be brave.

Teach him always to have sublime faith in himself, because then he will have sublime faith in mankind.

This is a big order, but see what you can do…He is such a fine fellow, my son!

Yes I know… the jury is still out on whether or not schools have prepared such students for the dynamic world that is the 21st Century; but let us see what we can do in our schools.

Rose Izisinga
Head teacher Kitante Hill School, Kampala, Uganda.
It is a great pleasure to be communicating with colleagues under the African Confederation of Principals (ACP). In this first production of the e-magazine, I would like to inform the readers about ASSHU's contribution to the Education Sector. ASSHU brings together Head teachers from both Government and Private Secondary Schools.

A fully registered constitution is in place to guide the operations of the Association.

The main activities of ASSHU include:

- Planning and implementing capacity building and professional development programmes for school managers, teachers and support staff.
- Organising activities that bring students from various institutions together to create cooperation and mutual relationship.
- Encouraging member institutions to participate in regional and international conferences/conventions and to form linkages with sister associations/schools in and outside Uganda.
- Encouraging all member institutions to observe and implement Government policies.
- Generating funds to run the Association.
- Working out ways of improving the welfare of members.

The vision of ASSHU, therefore, is "United for professional and quality school leadership".

Many achievements have been recorded with the above mentioned main activities as a contribution to the effectiveness of the Education Sector.

Three major contributions are:

1. Production of "The Head teacher's Voice" a magazine compiled annually giving valuable educational information to member schools and the public.
2. Construction of a Resource Centre by Wakiso, one of the ASSHU districts, with capacity to accommodate workshops/training/social functions. The Centre has play grounds as well.
3. Representation of ASSHU at regional/international conventions and conferences. We hope to be more vigilant at collecting funds from member schools so that we construct the already planned Leadership Centre in the next three years in office.

Nakate-Kikomeko Choltilda
Chairperson - ASSHU
The Basic Education Africa Programme (BEAP) is a UNESCO supported initiative for Africa. It seeks to support a holistic and comprehensive reform of basic education to assist countries in providing a core foundational period for all children.

Some 43 million school-aged children are still outside the formal education system in sub-Saharan Africa and quality education still remains a major challenge.

The focus of BEAP

The BEAP focuses on access, quality, relevance and equity in an expanded basic education framework. It promotes a 9-10 years free and uninterrupted basic education of quality, linked to at least one year of pre-school education. The implementation strategy revolves around three main areas: advocacy and policy advice; capacity building and technical support.

Much attention is given to developing a competency-based curriculum to enhance learning and provide knowledge, skills and values relevant to subsequent levels of education and/or the world of work.

Main objectives

1. To strengthen countries' capacities to develop and effectively implement sound education policies, results-based programmes and activities and realistic education budgets;
2. To foster research, quality data collection including financial data, and promote knowledge sharing through partnerships with for example universities and research institutions;
3. To reinforce the capacity of national education teams to leverage increased support to education and advance country leadership and accountability;
4. To build a critical mass of competency-based curriculum developers and teachers to enhance learning.

UNESCO Tools

As an increasing number of countries in sub-Saharan Africa are moving towards expanding their basic education cycles, they are being faced with multiple challenges when it comes to implementation. In response to the call from countries to accompany them through the reform process, UNESCO is designing a number of tools including a planning guidebook. The guidebook aims to serve as an analytical framework to guide the reflection and operationalization of basic education reform at country level, to be adapted to the specific context and needs of each country in order to set appropriate policies and to ensure their effective implementation. The Guidebook will be published in early 2016.


Lesotho School Principals' Association (LESPA)

LESPA holds two general meetings in a year - one in April and one in September. The September meeting was attended by 350 Secondary/High school principals. Unfortunately the Minister of Education failed to attend this meeting.

Dr Varkey
Is humble leadership weak leadership?

At the end of September two world leaders visited the United States at about the same time. Both were separately invited by Barack Obama to the White House. Chinese President Xi Jinping was given a 21-gun salute as he stood alongside the American President. Pomp and ceremony was the style. Pope Francis was also treated royally but there were differences. Where everything was done with precise timing for Mr Xi, things happened slightly differently with Pope Francis. For example, he arrived fifteen minutes late for his White House appointment. Adoring children in an East Harlem school had delayed him and he happily didn't seem to mind … in fact, Pope Francis seemed to prefer being in a classroom than in the Oval office.

The one leader was in charge of a country which has the second most powerful military force in the world – the People’s Liberation Army which has 1.5 million personnel. In total contrast, the other leader has an ‘army’ of 125 Swiss Guards when he’s at home in the Vatican. Yet millions flocked to see the pope and there was wall-to-wall coverage on TV of his every move and word. The one received admiration and sometimes adulation wherever he went; the other polite courtesy.

What accounts for the difference between the two leaders and the way that the American people treated them? In a single word: Humility. The one leader saw himself as a servant of the poor, the hungry, the dispossessed, the sick and the lonely. He empathised and touched them both figuratively and literally. The other saw himself as a powerful leader in charge of a superpower. Wikus Jansen van Vuuren is the business development director at Henley Business School, South Africa. He asks the question whether being humble is a weakness in a leader. His tongue-in-cheek answer is ‘No’ unless you’re in a boxing ring fighting a match! He gives a number of reasons why quality leaders display humility. Amongst them are:

- Humble people are aware of their shortcomings and weaknesses. They’re open and honest about them. As a result they’re willing to surround themselves with people who will fill the gaps in their personal abilities.
- As they are aware of their own mistakes, they are tolerant of the mistakes of others. Humble leaders are not judgmental but accept that failure is essential for learning.
- Such leaders create an organisational climate where knowledge is shared. That shared knowledge helps the individual and the organisation continually improve.
- Humble leaders are good listeners who are willing to listen to others and get advice – irrespective of that person’s post level and status in the organisation.
- They are open-minded in their approach to learning and are always on a learning curve. Opportunities to learn from others are welcomed and followed through.
- Humble leaders show love and respect towards others. They are often treated by others in the same way.

An aspect of the humble leader is a willingness to be of service to others. This type of leadership is known as servant leadership – a style of leadership that goes back thousands of years. Think of great kings, queens, prime ministers, presidents and religious leaders of the past. However, the concept of ‘servant leadership’ didn’t appear in leadership theory until 1970. In that year, the late Robert K Greenleaf wrote an essay titled: The servant as leader.

Whether we’re a first-year teacher or anywhere else right up to the top position of Minister of Basic Education, most people display different levels of servant leadership. Individuals fit somewhere in the continuum described in Greenleaf’s definition:

The servant-leader is a servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is a leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. The leader-first and the servant-first are two extreme types. Between them are shadings and blends that are part of the infinite variety of human nature.

Although humble leadership is caring, empathic and gentle, it’s not weak. There’s a steeliness when decisions have to be taken on matters of principle. Even though President Obama once called himself a “great admirer” of Pope Francis, these two leaders definitely disagree strongly on certain political and religious matters.

In the 2015 classroom and staffroom, the aware leader knows that — unlike a few decades ago — effective leadership is far more subtle, far more nuanced. There’s a definite move away from an authoritative type of leadership to one that is more persuasive in style. Today’s true leader knows the huge strength of being a humble leader.


Sincerely,
Richard Hayward,
South Africa

Those involved in guiding the African Child in schools across our wonderful continent are invited to Cape Town in October 2016 to join us around the fire to share our African Story. At the heart of this Story lies the African Child. Those of us involved in teaching and leading must share our unique stories of how we touch lives, one child at a time. Save the dates (as per page 8) and join us in Cape Town, South Africa - the gateway to Africa, and share your story.
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