

“WE CELEBRATE THE PAST
TO AWAKEN THE FUTURE”

- JOHN F KENNEDY

ICP



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LINKING
LEADERS
MAGAZINE



1991-2020

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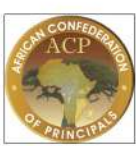
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THE PRESIDENT'S UPDATE

When the ICP Executive met in Amsterdam earlier this year, we could never have dreamt that a virus that didn't exist at the time, would become a humanitarian tragedy that will disrupt the lives of millions across the globe. Mary Mesaglio says that at times like these 'Good leadership is crucial and there is perhaps one silver lining, which is that this crisis represents an opportunity for leaders to create more team cohesion and innovation in the face of adversity.' We have seen this happening across the world as political parties lay aside their differences and stand together to fight a common universal threat.

We should remind ourselves that real leadership is tested when things go wrong such as the serious crisis we are now faced with. I trust that you have been able to find unique and pro-active ways to lead your teams at this time. I want to encourage the ICP family to send stories to our executive secretary (sheree@vertiganpartners.com.au) of how teams have come together to overcome the adversity caused by COVID-19. The past bear witness of how the human spirit has triumphed over adversity and we know that people are capable of amazing things in the face of a common threat. Your stories will be shared with members to create hope during these difficult times.

Even though we are in the middle of a crisis, with a heavy cloud hanging over us, we should take heart from the positive aspects of what we stand for. With this in mind we reflect on the ICP over the past 30 years and celebrate its achievements. To this end we are including articles from ICP past presidents, who recall their experiences during their term in these positions. In the words of John F. Kennedy's 'We celebrate the past to awaken the future'.

Enjoy the visionary and courageous journey of the school leaders, who formed the ICP in 1990 as recalled by Rob McConchie Reflect on your own involvement in ICP as you read David Wylde's notes of thanks and Lisa Vincent's reflection on her journey. Be challenged by Virginia O'Mahony's recollection of the conference held at the Oprah Winfrey Girls Academy in Johannesburg, South Africa and read what the principal at the time, Anne van Zyl has to say almost ten years after this conference.

The ICP Council Meeting and Convention in Shanghai, China were very successful events and a far cry from the meetings described by Rob. Members were united in their commitment to the ICP's priorities as expressed in the strategic plan. Equity and sustainable leaderships were highlighted.

As a result of the discussions on the sustainability of school leadership at council and in celebration of ICP's 30th Anniversary, the executive has planned an international aspiring school leaders' convention in Cape Town, South Africa with the theme 'Next Leaders, New Future'. Even though we are very sensitive to the developments in the world regarding the impact of the coronavirus and are monitoring it closely, we hope that we will still be able to host the event in June 2020 or at a later date. A final decision in this regard will be taken at the end of April 2020.

We welcome new ICP Executive members: Michael Hall (representative for Asia-Oceania), Nancy Brady (representative for the Americas) and Leendert-Jan Veldhuyzen (General Representative) to the team and wish them much success in these positions.

Finally, school leaders in the 21st century have become accustomed to the VUCA (volatile, uncertain, complex, ambiguous) environments in which we find ourselves. I encourage you to prioritise your own health and wellbeing so that you can cope with the demands of leading high performing schools and associations.

Alta van Heerden
ICP President

NEW EXECUTIVE COMMITTEE MEMBERS



Michael Hall M.Ed B.Ed Dip.Teaching.
ICP Asia – Oceania Representative

Michael is the new Asia-Oceania representative on ICP Executive. He is currently the Deputy Chair of Principals Australia Research Foundation and a Director of Kulturebreak, a youth advocacy initiative. He is the founder of Education Acumen, a Principal Coaching consultancy. He has been Deputy President of the Australian Secondary Principals Association (ASPA) and Co-President of the Australian Capital Territory (ACT) Principals Association. He most recently was Principal of Erindale College and General Manager of the Erindale Education and Recreation Complex in Canberra. He has also worked as a professional rugby football referee and international referee coach with the Australian and International Rugby Unions.

In 2018, Michael produced an insightful Principal Wellbeing Report for the Director General of Education in the ACT, which included 9 recommendations; all of which have been used to create a Principal Wellbeing Strategy. In 2017, Michael facilitated a School Leaders Big Ideas Forum for the ACT Future of Education consultation. As Deputy President of ASPA he facilitated an international forum 'Talking Heads' with Principals from across Australia and a delegation from the National Training Centre for Secondary School Principals in Shanghai, PRC in 2012. He has also worked with the ASPA team in professional learning sessions across China.

Michael's status as a nationally respected school leader was reflected in his selection for a school study tour and series of Leadership and Change Management workshops in the United Kingdom. His leadership story has been referenced in newspapers and books and he was a member of the Reference Panel for the Principal Certification initiative and he has been twice recognised as a finalist in the ACT Principal of the Year Awards.



Nancy Brady ICP Americas Representative

Nancy is currently the President of the Ontario Principals' Council, an association that represents over 5,000 public school principals and vice-principals across the province of Ontario, Canada. To take on this position, she has been seconded for the year from the Ottawa Carleton District School Board, where she has been a principal for the past 17 years. During her career in education, she has been fortunate to be a principal at both the elementary and secondary levels, mainly in high needs schools with large special education and English Language learner populations. Leading these schools, she has worked on ensuring that differentiation and equity has been at the forefront of all that is done, providing students with access to the resources they need to be successful.

She has been an active member of the OPC for 17 years, the past four years as a member of the Executive. In her role as President, she has focused on being a strong voice, not only articulating the challenges faced by her colleagues, but also advocating for the resources they need to ensure their schools are meeting the needs of their students and school communities. This is not an easy task in the times we are presently living in, but one she has endeavored to achieve in a non-partisan, diplomatic and professional manner.

She chose to take on the position of Americas representative at the ICP for much the same reason she joined the OPC executive: to be a voice for principal/vice-principal colleagues, in this case from different jurisdictions around the globe. It is a great privilege to be part of an international organization where its leaders learn from each other, always with the focus on positively impacting education leadership and student success at its core.

NEW EXECUTIVE COMMITTEE MEMBERS



Leendert-Jan Veldhuyzen
ICP General Representative

Leendert-Jan Veldhuyzen (1971-The Netherlands) started as a teacher of Music after studying at the Rotterdam's Conservatorium. In 2006 he became Head of School of the Roncalli Scholengemeenschap, a secondary school of around 1000 students. In 2008 he moved professionally to Amsterdam, first as Principal of the Berlage Lyceum (1200 secondary students), then to be the Founding Principal of DENISE (2014), a semi-International School for primary and secondary students. Recently, he left 'his' DENISE to start as Executive Board Member of 14 Special Needs Schools (primary and secondary) in Amsterdam. Leendert-Jan is a member of the Advisory Board of the VO-raad, the Dutch National Association of Secondary Schools. Since 2016 he represents the Vo-raad in both ESHA (European School Heads Association) as well as the ICP.

African Confederation of Principals (ACP) Council Member Associations Meeting



The African Principals Associations Leaders met for a Council meeting in Malawi on 17-20 February 2020.

Leaders who attended were coming from Swaziland, Ghana, Kenya, Malawi, South Africa, Uganda and Nigeria. Six council members are members of ICP and Malawi was just introduced to join.



The ACP Council Meeting in progress in Lilongwe, Malawi.

The Malawian government officials were fully supporting the initiative and pledged to assist Malawi Secondary Schools Principals' Association to join ICP.



ICP The First Decade

**A Personal Reflection by Rob McConchie,
ICP President 1995 – 1996**



Beginnings

Perhaps surprising for some readers, the ICP had its genesis in the USA. Since 1941, the National Association for Secondary School Principals (NASSP) had sponsored a wide range of international student exchanges and student leadership programs. A network of principals' and exchange organisations had developed over the years, and a number of international principals were members of the NASSP and attended the Annual Conferences and visited the NASSP offices in Reston, Virginia. In 1990 this group of likeminded individuals made the decision to form the ICP, and to invite representatives from a range of countries to a September 1991 meeting in Geneva to formalise this decision and to establish the Confederation. As ASPA secretary I attended that meeting where the ICP was officially born, although a strong argument exists that the 1990 meeting was the conception, and arguably the birth. An early decision was to hold two Council meetings per year. As one was always appended to the annual NASSP conference, the US maintained a strong ICP presence until the Boston Convention in 1997. When Tim Dyer left the NASSP, the incoming Executive Director was less passionate in his support for the ICP and interest gradually waned. By the end of the decade the time was right for a restructuring of the Secretariat to become more rotational and not tied in the long term to a single person or country.

A driving force behind the ICP was Swiss principal, Jean-Jacques Streuli, who became President and served for four years (1991-94) whilst the organisation developed. A true

internationalist, Jean-Jacques injected a global view of the role and purpose of the fledgling ICP. The first Convention in Geneva elegantly set the stage for future conventions featuring a clear differentiation from traditional local or national conferences. As an aside, the early ICP was run under Swiss association rules, sometimes to the angst of the US based ICP Secretary General and others. The unit of currency for the ICP was the Swiss Franc. Membership dues for each country therefore were calculated in Swiss Francs.

By 1990 two European associations, AVS in The Netherlands and SHA in Britain had collaborated to form ESHA. The visionary leadership of people such as Benno Elsen and Rinnie van der Horst (AVS) and Brian Stevens and Chris Lowe (SHA) became available to the fledgling ICP.

Developing a consensus, however, as to the structure of the organisation took many years, with considerable tension and competing interests within the foundation members. Different models were discussed from 1991-1993, with some pushing for a United Nations General Assembly model, with others favouring more modest options. The NASSP hosted the Secretariat and its Executive Director Dr Tim Dyer became the first ICP Secretary-General, this title a reflection of the UN type model under initial discussion. Tim was very ably supported by Randall Jackson, a young NASSP staffer who later was appointed to succeed Tim. By then (1999) the title was changed to Executive Secretary, and a strategic plan was implemented as a foundation for the ICP of the next decade.

Some of the strongest supporters were not members of traditional principal's organisation. So the German based Partnerships International, formerly Fulbright Gesellschaft, was given observer status at council meetings. Manfred

Gillner, then Horst-Dieter Laufs from Cologne and their colleagues provided a much appreciated European perspective. Anders Cassne from Sweden played a similar role, establishing strong personal relationships with other members to promote global professional visitation programs. Likewise the European Secondary Heads Association (ESHA) through its President Anton van Rooijen enjoyed observer status and considerable influence.



**Randall Jackson (Deputy Secretary-General),
Jack Delaney 1997-98, Dr Tim Dyer (Sec. Gen.)
Rob McConchi at 1997 Boston Convention.**



ICP The First Decade

**A Personal Reflection by Rob McConchie,
ICP President 1995 – 1996**



World political and wider context at the beginning

The early 1990's was a volatile period, and education was caught up in the changes. Tectonic global events such as the demolition of the Berlin wall and subsequent demise of the Soviet Union, the dismantling of apartheid and the release and influence of Nelson Mandela in South Africa were all events that shaped the early ICP. Principals from former Soviet states were hungry for knowledge that might be provided by the ICP. South African principals flocked to the 1995 Sydney convention, proudly wearing their Rugby World Cup winning scarves and basking in the sun of their new found freedoms. How to incorporate China was a thorny problem that we could not solve in the early years, although Helmut Reichen from Switzerland ensured that China was a recurring agenda item. How wonderful to see that the 2019 Convention was held in Shanghai! Nor were we able to engage with South American principals, or those in Europe where principals were represented by teacher unions.

Then there was "Thatcherism", where the British PM's economic rationalist agenda spread to schools well beyond Britain. Government schools were encouraged to operate more like self-governing private schools, with principals having increased financial independence, greater accountability and encouragement to operate as competing small businesses. In this context, principal's organisations were called upon to provide their members with greater support, including learning from international colleagues.

Along with these more serious global shifts are anecdotal memories of various early interactions. Gender equity issues were prominent in ICP council meetings, with many sharp exchanges between the more progressive and conservative representatives. New Zealand, for example, was in the vanguard of all educational gender equity issues, whilst for Switzerland this was a new concept. The different decision making styles between members, especially between the Europeans and Americans caused

mutual frustration. The Europeans were comfortable with mulling over decisions during a long lunch, or the next day, whilst the US delegation liked to cut to the chase and vote now. Next item of business please! Third ICP President Jack

Delaney was a master of diplomacy, compromise and good humour, being invaluable in keeping Council meetings on track and factions together.

There was initial agony over whether Principals of primary/elementary schools should be admitted to membership. Some early members bought their local political agendas to the ICP table, such as the bitter rivalry at the time between SHA and the NAHT in the UK. The Canadian organisation which encompassed both primary and secondary provided a model of good sense in this regard.

Membership dues discussions tended to be contentious. Council members had to be in a position to convince their home associations that there was value for money in belonging to the ICP. Being a per capita calculation, questions about the fairness for both large and small associations were often challenging.

So in organisational development terms, after the warm glow of 'forming' the organisation in 1990-91 there followed a period of 'storming'. The ICP approached the more mature stages of 'norming' and 'performing' by the end of the decade. The success of the organisation could be attributed largely to the development of strong interpersonal relationships and the hosting of stimulating conventions that brought international principals from both hemispheres together for the first time.



ICP Presidents



ICP The First Decade

**A Personal Reflection by Rob McConchie,
ICP President 1995 – 1996**



Concluding reflections

Without doubt, the single most satisfying experience of my professional career was the privilege of serving on the ICP in its formative years. The first ten years provided many highlights, in particular providing a much broader personal perspective about how the world works and the role of education in promoting a peaceful and sustainable society.

Perhaps the biggest challenge for the early ICP was being able to articulate an answer to the question posed by individual principals, namely “what tangible benefits does membership of the ICP provide to me?” Principals who attended the Conventions generally did not ask this question. But others, who may have enjoyed membership of a strong local association, and access to another international association such as ESHA, saw this as a legitimate question. Some countries such as Norway could not sustain membership of both ESHA and the ICP, despite the enthusiastic involvement of Roald and Maren Beck. Our challenge in the baby ICP was to differentiate our “product” from those already available.

The first four Conventions, Geneva, Sydney, Boston and Helsinki which I attended were all quite unique. Whilst I appreciated the Convention speakers where leadership and management was the focus, these



**The late Antero Pentilla,
ICP President 1999-2000**

experiences can always be provided locally. For me, it was the likes of the US ambassador to Switzerland (Geneva), the CEO of Nokia and international education ministers (Sydney), Mary Robinson and Ted Kennedy (Boston) and Yasser Arafat (Helsinki) that provided the most significant memories. Finland was playing peacemaking role between Israel and Palestine in 1999, with ICP President Antero Pentilla and his association (SureFire) working closely with the Finnish Government to bring Arafat and some Israeli principals to the Helsinki convention. Seeing the Israeli delegates engage with Arafat after his presentation lives on in my mind.

The 1995 Sydney Convention at Darling Harbour provided a spectacular springboard for the growth of the ICP, with over 1200 attendees. Perhaps a downside may have been the beginnings of a shift in balance between the northern and southern hemispheres, between Commonwealth and other nations and between English and non English speaking nations. Some members were disappointed that Sydney and subsequent conventions did not follow Geneva’s lead in providing interpreter services. A strong international organisation has to encompass all regions and nationalities, so it is encouraging to see that the ICP has introduced a regional governance structure post my time.

Principals set the culture in their schools. The fate of the planet rests with the generation of children now in those schools. The role of the ICP could never be as important as it is now. My view is that Principals need organisations like the ICP to provide the big picture, the big ideas, and the big leadership challenges facing the world. May I wish all current members and ICP leadership every success in bringing schools and principals together in working for a better interconnected world for our children and grand-children.

Rob McConchie
April 2020

From David Wylde, past president ICP, a short note of thanks for so much inspiration.

During this time of self -isolation, it is not surprising that one's mind wanders to past travel and exploration.

"We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time"
T S Eliot, from "Little Gidding"

Exploration is what growth and education has always been about: learning more, understanding more – and knowing who you actually are.

ICP is (and was for me, especially) at the forefront of exploration and travel. It was so exciting to get the ICP executive approval in Jerusalem to initiate the African Confederation of Principals [ACP] which has met in alternate years in different countries to share, learn and connect Principals of Africa.

A visit to UK, Sweden, Finland and Russia for ICP 1999 in Helsinki inspired in so many family, personal and educational ways. There I learnt that Britain was opening a National College of School Leadership and that Singapore had been developing teachers for years: school leaders in Singapore were given years of systematic training e.g. Deputy Principals were given one years full-time training on full pay. Finland , even in the last century, were rating teachers so highly in their social fabric, and from that expectation, was coming such dedicated callings.

At the seventh world convention of ICP in Cape Town, I will never forget seeing Australian delegates coming down the stairs with tears in their eyes after having heard Bishop Desmond Tutu's inspiring concluding speech which ended the conference.

I learned so much from Australia and New Zealand from "Principal Matters" "Leadership" "Learn: lead; Succeed.", to name but a few publications, and from religious services like "Education – A Work of Hope". Also from many publications and on line content from USA including the National Catholic Education Association; so that it was a great sadness to me to learn that the US had left ICP, because they offered so much as initiators, idea generators and funds.

China, South Korea, Singapore, all broadened my perspective, and the example of a cluster supervisor – an experienced Principal who helps to bring together and share resources, was one of the inspirations for me , for the last 6 years, to mentor 14 Principals in Duncan Village, a shack township, near East London, South Africa . Together we set up a COP [community of practice] which brings together Principals to share, grow, learn, feel wanted.

Thank you ICP for all the inspiration you gave me through connections with other Principals around the world.

The International Confederation of Principals thirty years on.

It is a very great privilege for me to congratulate the International Confederation of Principals as it celebrates its thirtieth birthday. The gratitude and appreciation of the international education community must surely go to those wise, visionary and courageous school leaders who founded this umbrella leadership organisation thirty years ago.

School leaders get invaluable support and representation from their own professional associations within their own countries. All associations are at different stages of development and have had different experiences along their journey. Equally, education systems around the world are at different stages of evolution. One of the enormous strengths of the ICP is its diversity and the vast range of cultures and experiences it can bring together. It has opened windows on the education systems, policies and leadership programmes of other countries. It provides opportunities for principals to look beyond their own borders and to network internationally sharing ideas and learning from each other's rich and varied experiences. Principals benefit from this worldwide network connecting all member associations and giving them access to high quality leadership resources.

Over the past thirty years the ICP has given a particular voice to school leaders as they grappled with a myriad of issues and challenges. But the one constant challenge for all school leaders has been, and continues to be, the management of

unrelenting levels of change. The ICP has played a significant role in supporting associations to successfully navigate and moderate that change

I was honoured to serve as President of the ICP in 2011 and 2012. A particular highlight of my time as President was the inspirational ICP Conference entitled 'The Struggle for Gender Equity' which took place at the Oprah Winfrey Leadership Academy for Girls, Johannesburg in South Africa in August 2012. Its focus was the challenges facing school leaders in Africa as they try to provide for the education of the girls in their communities. This special ICP conference highlighted a cultural problem of gender inequity experienced by its member associations in Africa and worked with local associations to provide some solutions. At the end of that four day experience we concluded that, according to Archimedes: 'You just need somewhere to stand and you'll be able to change the world'. My wish for the future of ICP is that it will continue to promote the central role of school leadership in providing our children with the education they need and deserve to lead a happy and successful life.

Go mba fada buan ICP.

Virginia O'Mahony
ICP President 2011-2012



The ICP 2011 Convention took place in Toronto, Canada.



Congratulations

It is with great pleasure that I extend my congratulations and very best wishes to the International Confederation of Principals on the occasion of its thirtieth anniversary. The ICP represents the unique opportunity for school leaders across the globe to come together, to share experiences and expertise, to problem solve collectively, and most importantly, to focus on our students. I have always marvelled at the fact that while education systems and professional associations may look quite different from one jurisdiction or country to another, and while some issues are uniquely tied to a given country or culture, at the end of the day, there is a commonality in so many of our issues and challenges, as well as our celebrations of our students.

The care and commitment that I have seen in the ICP as an association and also in its members never ceases to amaze me. No matter what the issue, topic or challenge, the central focus as school leaders remains consistent: “How can we lead and create the very best learning environment and opportunities for students?” and “How can we support each other and our respective professional associations to maximize the learning experience for each of our students?”

There have been so many highlights in my experiences with the ICP through the years. Each ICP Global Convention has been unique and outstanding. It was my great pleasure to preside over the Cairns Convention in 2013. World council meetings cultivate progressive thinking and dialogue across numerous cultures, while supporting the work of member associations. The Struggle for Gender Equity Conference held at the Oprah Winfrey Leadership Academy for Girls in Johannesburg, South Africa is an experience that had an incredible impact on so many, and it is an experience I shall never forget. Finally, I would be remiss if I didn't include the great thrill and honour it was as a member of the Ontario Principals' Council team, in affiliation with our professional partners, to host the ICP World Convention in Toronto, Ontario, Canada. I wonder, as preparations are well underway for the ICP Convention to return to Toronto in 2021, how the program topics, as well as the combination of our unique and common issues in educational leadership will from those ten years ago.

Educational leadership is a great privilege in that each and every day, school leaders truly have the very special opportunity to positively impact so many people: students, staff, families, and the school community. And, while the focus on students is paramount and remains consistent over time, the role of the school leader has seen significant changes and challenges through the years. For example, school safety looks very different in 2020 than it did thirty years ago and has significantly impacted the role and the responsibilities of school leaders. Technology and the impact of social media has dramatically affected our schools, with all of the positives and challenges that come along with such change. While compassion and care have always contributed to the fabric of school culture, in 2020 we see an urgent need to support the emotional and mental well being of our students and staff. Research has informed educators of more precise practices to meet the needs of all of our learners, pedagogy continues to change and evolve, and as school leaders we embrace these changes and engage staff for continuous school improvement. As many countries welcome new immigrants to their communities and schools, and as our schools have moved to full inclusion, we have learned to adapt and lead through these significant changes to welcome and embrace all of our students. We also take great care in providing professional development and support for our staff as they too learn, adapt, and excel. Change is indeed constant, and we have seen a lot of change over the past 30 years.

It was truly an honour to serve as the ICP President from 2013 to 2015. I cherish the time spent learning with and from my international colleagues. I cherish the friendships and fellowship. However, most of all I cherish the fact that together, we focussed on students. It doesn't get much better than that! In closing, I commend the ICP and it's member associations for your continued leadership to create opportunities for our youth around the globe. Thank you for all that you do.

Sincerely,
Lisa Vincent
ICP President 2013-2015
The Ontario Principals' Council, Ontario, Canada

EDUCATION FOR A BETTER FUTURE

The ICP Vision is to promote, advocate and deliver more equitable opportunities and outcomes for students globally through quality school leadership. This can be achieved by leading, linking and learning, acting locally and thinking globally and working together to make a better future.

ICP Equity Statement:

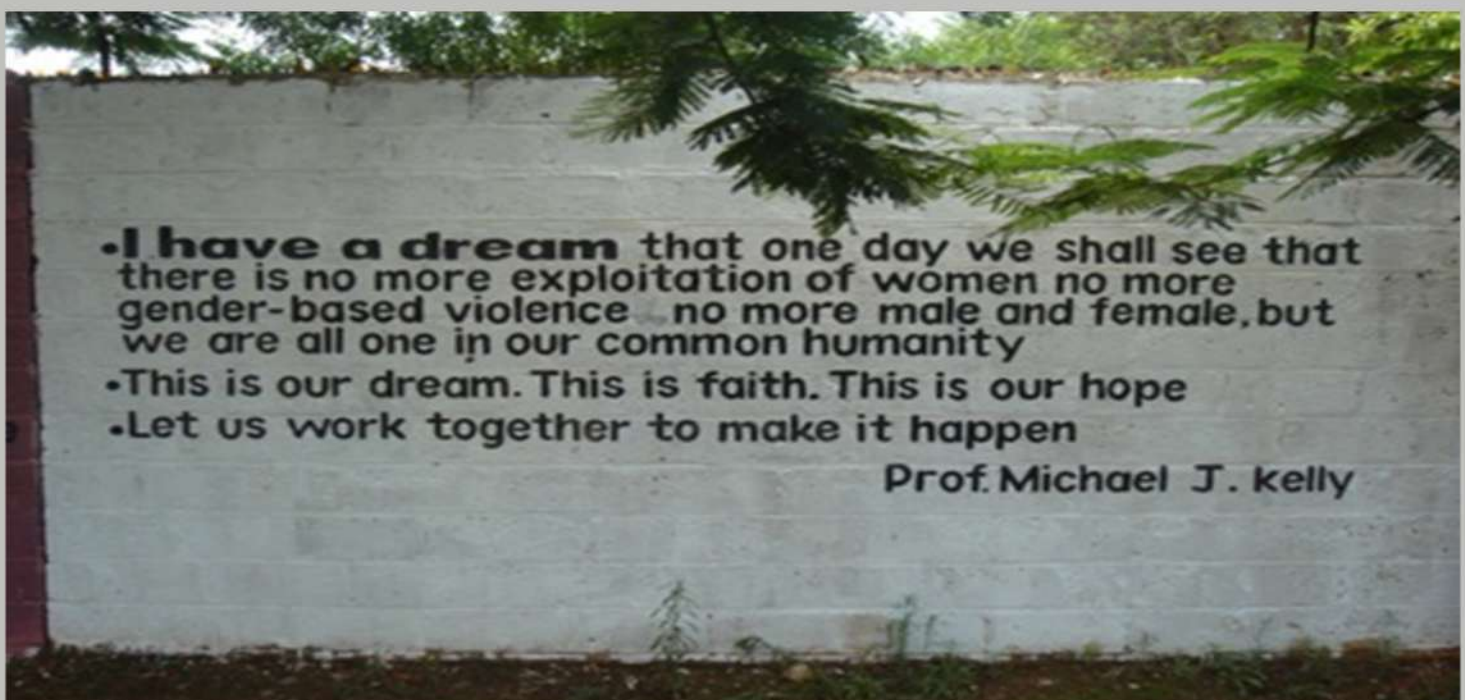
The ICP respects and acknowledges the varied challenges faced by each member in our shared journey to ensuring equity of access and opportunity for the learners and the communities in which we lead. Every member of the ICP acknowledges their responsibility to shape, lead and advocate for educational equity at all levels in their own cultural, social and economic context.

The ICP is committed to lead open and meaningful dialogue world-wide, towards access to equitable, quality education for all...

(Developed by the ICP Council, Shanghai, October 2019)

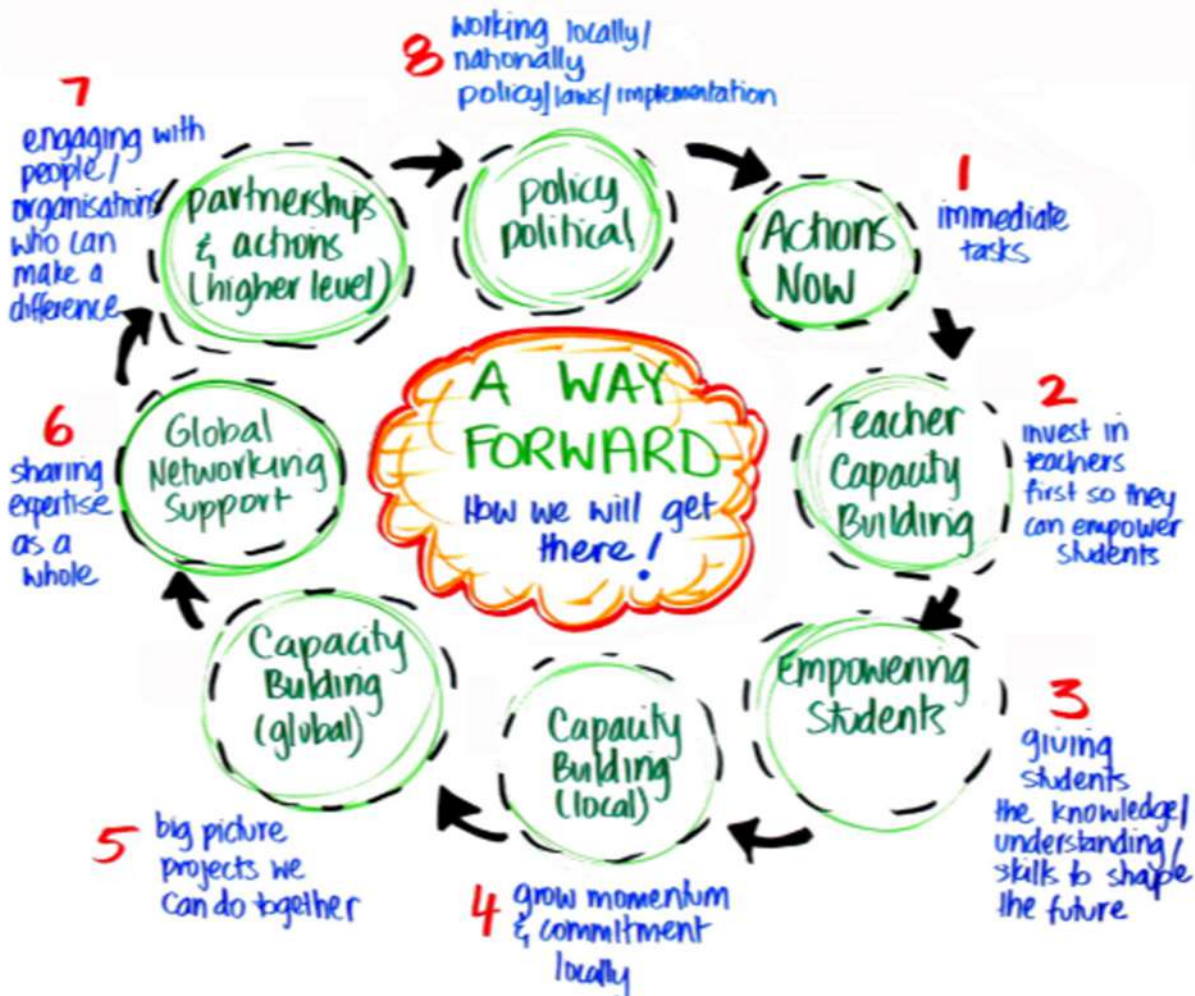
We know that good leadership makes a difference to student outcomes and *'Education is the most powerful weapon which you can use to change the world,'* (Mandela). Since the inception of ICP, thirty years ago, inclusion, equity and equality have been on our agenda. Jean- Jacques Streuli, the first ICP President, wrote that *'we must share ideas and ideals to progress education so as to make the world a better place for our children.'*

In 2012, ICP facilitated the Gender Equity Forum at the Oprah Winfrey Girls Academy, Henley on Klip, Gauteng Province, South Africa. A diverse group of school leaders from across the globe representing 12 nations came together to discuss making a difference.



EDUCATION FOR A BETTER FUTURE

At the conclusion of the forum, ICP developed a plan for the future, as captured in the following diagram:



Since 2012 we have witnessed mass migration of people, floods of refugees, stateless and homeless people trapped by war now we face the global pandemic COVID 19. These events have the greatest impact on the disadvantaged, and challenge global leaders and educators to find new ways to deal with the issues.

Although we have advocated and encouraged members to take action, it is time for ICP to be more explicit about equity. Many of the millennium goals have not been realized, and 25 years after the Beijing Declaration there are still too many girls who do not have access to education.

EDUCATION FOR A BETTER FUTURE

Education is a human right and an essential tool for achieving the goals of equality, development and peace... Equality of access to and attainment of educational qualifications is necessary if more women are to become agents of change.

Beijing Declaration and Platform for Action, 1995

THE DRIVE FOR 5

We will work with partners including the Global Partnership for Education, UN Women, One and Malala Fund to put a spotlight on adolescent girls' education. We will call on all Governments to commit to five transformative actions to get all adolescent girls into school and provide them with quality, relevant education in supportive, safe and healthy environments.

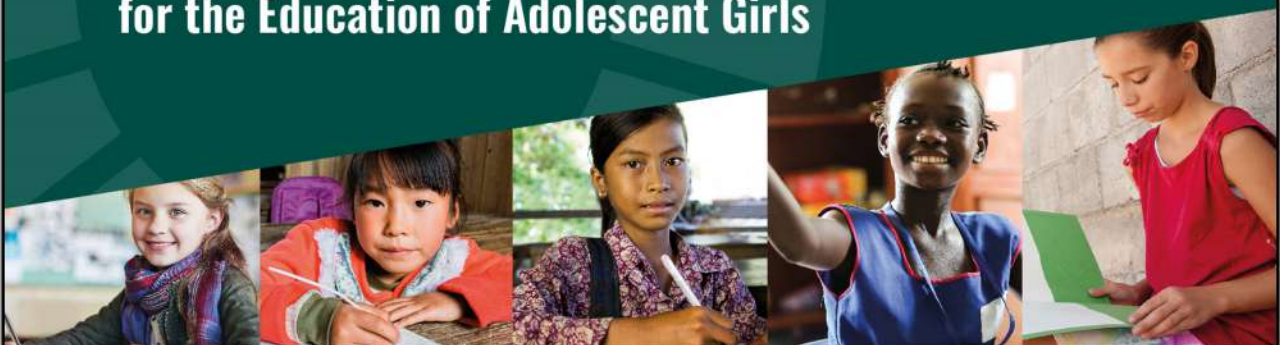
With this in mind, we welcome the initiative, Drive for Five: A Global Call for Action for the Education of Adolescent Girls https://www.youtube.com/watch?v=S4WoxYG_yzE and <https://irland.ie/drive-for-5/>. Drive for 5 transformative actions, align to the ICP's call for action.

The time is right for action and we are calling on ICP Members to watch the video, share widely and provide the Executive with reflections and input. We will provide more information on the sharing platform and the process to capture your input.

As education leaders we have the power and opportunity to help shape the future for so many children from across the globe when we work together.

Sheree Vertigan (Executive Secretary) and Maria Doyle (ICP Executive).

A Global Call to Action for the Education of Adolescent Girls





Reflections on the struggle for gender equity in a post coronavirus world.

In the last weeks, the world has changed. Cities and whole nations are in lockdown. With all our 21st century knowledge, every aspect of our future is unknown and relationships will never be the same again. What can we learn from past decisions and present realities? Is this report even relevant?

In August 2008 the ICP Executive, meeting in Uganda, were inspired to plan a conference to focus on “gender equality”, a UN Millenium goal. In August 2012 a diverse group of 50 school leaders from eleven countries assembled on the campus of the Oprah Winfrey Leadership Academy for Girls for four days to listen, share, plan how to communicate and implement actions to fight for gender equity.

In Africa, telling stories is part of a rich tradition and this is what we did, as fellow teachers shared their journeys with us. Issues of gender violence and domestic abuse, the high drop out rate, forced marriages, the scourge of HIV/Aids, insufficient health care and above all poverty led to passionate interactive group sessions. The delegates themselves were representative of the widening gap between the First and Third Worlds, between privilege and poverty and the picture they painted was of communities in dire need of meaningful intervention in the lives of girls and women.

After each session bright “infographics” were posted up on the walls depicting what we had said and done. Further discussions envisioned the future and grappled with possible action plans. The way forward focused on “capacity building” as teachers, part of school communities and as a global network. There was a commitment to raising awareness and making small changes where we could.

Did the conference achieve its aim? Delegates interacted, communicated, were inspired and made commitments, aware that they did not have the power as individuals apart from raising awareness. Eight years on the gender equity struggle remains, but hopefully some high profile women are having a ripple effect on global opinions. Malala Yousazai is the youngest Nobel laureate, Finland and New Zealand have youthful women prime ministers, Greta Thunberg

addressed world leaders at Davos, while Angela Merkel and Christine Lagarde, though older, are highly respected leaders. The #MeToo movement attracted worldwide attention, gaining justice for victims of sexual abuse as did the recent trials in India.

The school that hosted the conference in 2012, has achieved the vision of changing girls’ lives. Every girl in every graduating class has succeeded well enough in the National Examinations to qualify for tertiary education. Many have graduated from universities in South Africa (and the USA), achieving success in corporate and government arenas with some now serving their communities. They are indeed proof that with a safe space, quality education and commitment it is possible to change the trajectory of girls’ lives from poverty to a place where any dream can be realised.

At each ICP meeting or conference, there is a heightened awareness of the issues under discussion. It is difficult to sustain focus on one, such as gender equity over the years. Since its inception, the attention of the ICP has been on a variety of issues, from innovations in technology, to the impact of the economic crash, to climate change and global warming. The aspect of Leadership has always been there.

What is needed for any of the Millenium goals to be achieved are resources, resources, resources! The challenges of girls’ access to quality education and gender equity are those of the Third World while STEM initiatives or access to new technologies, careers in the fourth industrial revolution are those of the First World. To date, societies have been paternalistic in addressing needs, allocating resources and choosing leaders. But the world is changing. In the post coronavirus world, issues of basic survival, environment, poverty, economics will be paramount. But gender issues, of equity and quality will matter too. The vision and focus of ICP must change. Leadership must change. How we treat each other in the future must change. Perhaps Africa has the answer in wisdom of “Ubuntu – I am because you are.”

Anne van Zyl (Past principal: Oprah Winfrey Girls Academy)



The speed with which the Corona virus has spread across the world has shattered even the hardest of us. This invisible danger has taken us all by surprise and brought new levels of anxiety. As we contemplate living in a fast paced 21st century, it is almost mind blowing to acknowledge the reality that despite all the advances in medicine within trillion dollar economies - we have no defence against this invisible enemy.

If ever there was a time for bold education leadership - now is the season. For too long bureaucrats, appointed by their political masters have determined the future of education. Now is the time for the experienced leaders to nurture new talent - thinkers, those who are prepared to challenge the status quo and embark on energetic missions to meet the needs of the next generation. We owe it to our children and grandchildren.

It doesn't take much to realise that over the last 50 years we have essentially allowed politicians to win elections based on poor education policies. The Global Education Reform Movement (GERM) shifted to standardised testing, long school days and little or no play, sport or recess. Data memory and regurgitation became the requirement. The result has been a dismal failure. During this season we allowed the environment to suffer some of the worst abuse in the history of mankind. Compliant education leaders watched, voiced concerns, but essentially toed the line.

Those days are over. A new band of leaders; strong, determined, professional, proficient and experienced are needed to re-shape education and breathe life into education leadership. The only way we are going to achieve this is for school Principals to create endless opportunities for teachers to be exposed to leadership opportunities. The old "my way - or the highway" has to be replaced by "What is your opinion,

based on your experience regarding the best way to move forward?"

The International Confederation of Principals (ICP) is a superb organisation who can nurture this new aspiring leadership corp. Our proposed Conference in Cape Town in June will, either physically or digitally, present some of the best speakers we have been able to gather to inspire and enthuse those in our schools who have the potential to lead the next generation.

Leaders are grown. They need endless opportunities to be given projects to run and to be encouraged to see them through to completion. Failure has to be an expectation. GRITTY leaders are those who know the anguish of getting it wrong, but willing to be in the arena struggling to work it out. When aspiring leaders have the safety net of an experienced Principal standing by in the wings, ready to pick them up without condemnation, but rather useful advice and encouragement - then great men and women step forward to take on the role of leading thinking spaces.

Imagine if we could affect education at the speed that this virus infected people. Imagine if social connection, making people feel important, competent and supported, outperformed social distancing. It is possible, if aspiring leaders are given the opportunity to be ignited.

My plea to Principals around the world is to identify your next generation of leaders and equip them with the skills to grow into leadership. We need creative, innovative thinkers who will lead society in a new direction. Now is the time.

Gavin Keller
Executive Director
Keller House Pty. Ltd.



Would you rather work alone or as part of a team? It's a question people are often asked in a job interview.

The answer to that question can't just be determined by whether a person is an introvert or an extrovert, and for many people the answer will vary. Some days they want to be alone. Other days they want to work collectively – as part of a team.

What is common, however, is that as tribal creatures we are genetically wired to be part of a group. To survive we need to feel like we belong, and being part of a team is good for us. It can also motivate us to go beyond what we think is possible.

As David DeSteno recounts in his book, *Emotional Success*, being part of a team – even a team made up of strangers – can lead people to persevere longer than when they weren't part of a team. He was explaining the results of a study by Stanford psychologists, Gregory Walton and Geoffrey Cohen, who were looking at how being part of a team impacted perseverance for students.

"Knowing they (the students) were part of something – having a goal that they knew was shared by a group and to which they could contribute and be valued – pushed people to work hard and resist immediate pleasures", David wrote.

It is often when we come together that we achieve amazing things. I've frequently seen how ideas by one person, are improved by another and how it is when we are in a group that our best ideas are generated, debated and achieved.

Curiously though, organisations typically reward people as individuals, and reward and recognition schemes often focus on rewarding the individual over the collective team.

On one side is the argument about fairness if people don't contribute equally to the results. While on the other side is the argument that reward and recognition schemes are subjective, and consequently they can negatively impact team dynamics, cooperation and collegiality. Particularly if the reward seems unfairly allocated.

If a person believes they work harder than someone else, and yet they are rewarded less they'll be unhappy. While we would commonly see this as fairness, in research terms it is known as equity theory.

As Furnham and Taylor, in their book *Bad Apples: Identify, Prevent and Manage Negative Behaviour at Work* write: "*Equity theory is concerned with outcomes and inputs as they are perceived by the people involved, not as they actually are*".

What happens in practice is that the greater the perceived inequity, the greater the motivator for the person to try and find a way to restore the balance. How they do this will vary but it can lead to an employee being less productive, taking more sick leave or committing fraud as the person tries to find a way to fix the inequity.

As a leader, you play a key role in ensuring your team members are treated fairly and you balance the focus on the 'we' and the 'me'.

Sure, different people want to be recognised in different ways; but what's common is people want to be valued and appreciated for what they do, and for that recognition to be genuine and fair.

As well, more often than not, the gestures that make the biggest difference and have the most impact are sincere and heartfelt. A simple 'thank you' can go a long way – both individually and collectively.

So, take the time to understand how your team wants to celebrate and recognise success. Focus on efforts that bond the team, rather than divide the team, because what we can achieve together is so much greater than what we can achieve alone.

It's worth remembering the words of NBA legend, Michael Jordan, who said: "Talent wins games, but teamwork and intelligence win championships".

Michelle Gibbings
Change Meridian Pty Ltd.

