



SUSTAINABILITY STRATEGY, LEADERSHIP AND IMPLEMENTATION IN THE INDEPENDENT SCHOOLS SECTOR IN SOUTHERN AFRICA

*A customized Routes to Resilience programme presented by the
Education and Sustainability Leadership Programme (ESLP),
and the Impact Trust, in collaboration with the
University of Cambridge Institute for Sustainability Leadership.*

***Sample Program from previous summits
& draft timetable***

15 to 18 May 2019

(Subject to Change)

***Keynote speakers and discussions topics to be finalised
based on delegate feedback on Futures Questionnaire
(to be sent to delegates)***

Day 1
THE CHALLENGE WE FACE
Paying Attention

Time	Action
14h30 – 16h00	Arrivals, registration, refreshments
16.00 – 17.15	<p>Session 1: Setting the Scene</p> <ul style="list-style-type: none"> • Introducing Faculty • Introducing Rationale • Introducing Pedagogical Model: U Theory¹. What & Why? • Introducing Programme Design • Introducing each other: 'One person thinks and the other listen': paying attention: why are you here, expectations etc.
17.15 – 19.30	<p>Session 2: The Global Context – System, Pressures & Trends: Challenges the world faces. What do these mean for development? for education?</p> <p>How we got here: the challenge facing humanity; scale, urgency and complexity: current economic challenges; global population growth; water usage; Carbon emissions; adapting economies</p> <p>Activity: Discussion and de-brief; Draw out responses to key questions and a big narrative in table groups</p>

¹ Pre-reading to be provided

Day 2
MEETING THE CHALLENGE: THE ROLE AND RESPONSIBILITY OF EDUCATION
Opening our mind, heart and will – Re-visioning and Re-aligning

Focus of the day:

What do we want the future to look like?

Regenerating identity, ethos and moral purpose? Leadership required

Time	Action
7.30 – 8.30	Delegate breakfast Faculty breakfast meeting
08.45-09.15	Roadmap for the day + reference back to U Theory (where are we). Individual reflection and listening exercise
09.15 – 09.45	Syndicate Group discussions: reflections on the previous evenings presentation and discussion. Create social capital; create safe space; introductions / rules of game
09.45 – 11.00	Session 3: Our dependency on Natural Capital "The Earth is Amazing" "It is Beautiful" "It is Alive" "It is a series of complex systems that work in harmony in a beautiful way". As educational institutions, we have a responsibility to help to nurture this awareness in our learners. Once they know it, they protect it and find a healthier balance. Include activity
11.00 – 11.45	Intergenerational Equity & the importance of Youth Voice – how do we engage it, listen to it?
11.45 – 12.45	Youth Presentations (culmination of youth programme from 14/3 & 15/3)
12.45-13.00	Syndicate group discussions around intergenerational equity. Faculty to ensure youth lead discussion
13.00 – 14.00	Lunch with youth. Youth then leave.
14.00 – 14.45	Exercise: Understanding systems
14.45 – 15.45 15.45 - 16.00	Session 4: The Educational Context: Systems, pressures, trends This session will explore the system challenges and pressures on education today. Delegates engage with and critique the ongoing struggle of context, systems and structures within which education takes place. It will ask the question: Where is schooling not going or going wrong? Is education and/or the school ecosystem part of the problem or could it be part of the solution? Exploring the toxic triangle
16.00 – 17.00	Session 5: What does this mean for the education system? For our schools? Table Activity: Exploring our toxic triangles?
17.30 – 19.00	Keynote: either solo or in “fireside discussion” Q&A format

Day 3
A CALL TO ACTION: BE THE CHANGE
Guiding Principles & Spheres of Influence

Focus of the day:

What is our call to action? What needs to change?

Time	Action
08.45 – 09.15	Roadmap for the day + reference back to U Theory (where are we)
09.15 – 10.00	Syndicate Group discussions: reflections on the previous evenings presentation and discussion
10.00-10.45	What will the world look like? What are the more sustainable business models? What are the 21st Century skills needed to drive them? To flourish within it? How do we encourage their development? (what does the economy need from business)
10.45 – 11.30	Session 6: Optimising education for a new world; responding to the SDGs: what should a good education system deliver? What kind of education supports future leaders in a rapidly changing world? What needs to change to achieve this outcome? What does the product need to look like? How can we best nurture the Globally Active/Engaged Citizen? What new relevant pedagogies and opportunities can we engage? This session relates 21 st Century needed skills to the sustainability agenda, making use of case studies to illustrate efforts that seek to respond to the need for sustainability in the context of education and the application of the SDGs in practice. It will consider how children learn now, the way we imagine them learning in the future, how we need to reframe education to promote a resilient future, what the role of service learning, social entrepreneurship, sustainability leadership may be, what it means, within the context of the evolving networked world, to develop international mindedness and global engagement skills within the student body and how this is embedded within a schools' Learner Profile.
11.30 – 13.00	Session 7: The Art of the Change Agent - from Principles into Practice: Educating for Sustainability – what does this mean? Case Studies using place based pedagogy - infrastructure and operations for integrated learning. A study of diversity of sustainability in practice; What do learners think of an integrated curriculum? The case of Cedar House; Application of the Harmony Principles in Education; Rights-based schools & the world's largest lesson
13.00 – 14.00	Lunch
14.00 – 16.00	Session 8: Do we / how do we promote these skills in or schools? What else can we do? Activity: Syndicate Groups
16.00 – 16.30	Tea
16.30 - 17.45	Syndicate Group feedback from Session 7
18:00 – 19.30	Keynote & “Fireside” discussion: Farming Food, Farming Minerals: What is required of Leaders? (theme: it all comes out of the ground – we farm it or mine it – how do we sustain /repair / protect it?)

Day 4
CRYSTALLISING ACTION: WHAT IS MY WORK?

Focus of the day:

What is the first thing we can do?

Time	Action
7.30 – 8.30	Delegate breakfast Faculty breakfast meeting
08.45 – 09.15	Roadmap for the day including reference back to U Theory (where are we)
09.15 – 10.15	How to backcast: Defining the steps necessary to be taken to help enable us to provide the education that is needed to deliver change. Preparing for our roadmap activity.
10.15 – 11.45	Session 9: Defining our Roadmap (developing practical steps & tools) Group Activity: in disciplines or by school (Principals / Head teachers / CFO/Operations) <ul style="list-style-type: none"> • Define: where do we need (want) to get to by 2030 • What needs to change? Are we adapting/revolutionising systems? • What are the indicators required to show we are on track - commitment to report on progress by 2020 • What “skill sets” are needed to deliver the change that is required • Output – visual presentation of what their roadmap would look like & end goal
11.45 – 12.45	Session 10: What have we learnt? Leadership Action Groups: Education for what? Our Vision and Values. <ul style="list-style-type: none"> • What have I learned? • What does this mean for my organisation? • An opportunity to share ideas across the groups about strategies for a preferred future • Prepare 5 minute presentations for sharing Activity: Presentations Each group presents a shared feedback on what they've found. Their learning 5 Action points
12.45 – 13.15	Session 11: Presentations & Closing Activity: Personal Reflection - Write cards to themselves in which you say what you are going to do in the next three months. Cards are posted back three months later.