



GREENING LEADERSHIP

OVERVIEW

The inclusion of sustainability as a core component of any institution including corporations, government departments, NGOs and schools has become more common practice over the past years. An important aspect of becoming a sustainable school is to ensure that it is integrated in the school's leadership- i.e. greening leadership. This is a vital component of the Whole-Institutional Approach as it integrates ESD fully instead of only having ESD as an add-on or an afterthought.

Greening leaders and management in our school can help us facilitate the implementation of ESD activities. This can be through moral, institutional, financial and physical support.Greening leadership also means to develop a sustainability vision and policy that integrates ESD into the management plans and the annual school activities calendar.

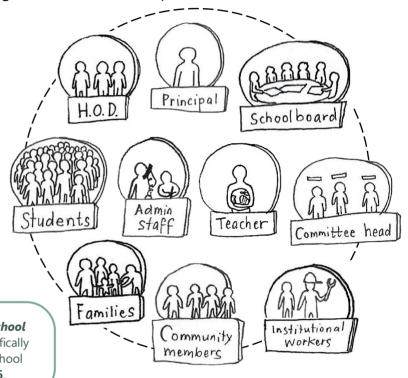


1. GREEN LEADERS AND MANAGEMENT

Many environmental school projects, clubs and/or activities are led by teachers like us, who have a passion and love for nature. This provides the drive behind the activities, but we may not be supported enough by the rest of the school to take our activities further, especially if it is viewed as 'our project' instead of 'the whole school's project'. Management support of ESD and sustainable practices is one of the most important aspects of ensuring the long-term success and impact of our work.

There are many different leadership and management roles in our schools. The obvious ones are the school principal and heads of departments (HODs), but we should also consider others like the school board, committee heads, the learner representative council (LRC) members, as well as leadership roles we assign to learners in our classrooms. This gives us many opportunities to integrate ESD responsibilities and role models throughout our school.

> Read the research paper **Green School** Leadership in Namibia and specifically look at the "Sustainable Green School Leadership Model" on **pg. 336**.



RESOURCE CHECK

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Read **pgs. 5 – 9** in *Getting Climate Ready* to get ideas on roles and responsibilities. The whole manual is helpful to give advice on greening our schools.

WHOLE SCHOOL APPROACH

Address unsustainable practices that are institutionwide, and thus create within the institution momentum for collective behavioural and social change.

UNESCO, 2018

Around the world, schools, universities and organisations are redesigning their approach towards sustainability by aiming to implement a Whole Institutional Approach or, in our case a **Whole School Approach**. This model, at its core, must have environmental policies and leadership in place to provide the guidance and support for sustainability activities to be long-term.



Refer back to **Toolkit 2.2 – ESD Concepts** and the ESD manuals for more information on Whole Institutional Approaches.



Refer to the *Eco-Schools Namibia Handbook* for an explanation of a Whole School Approach being implemented in Namibia with examples of policies and management structure on **pgs. 12 - 13**.

SCHOOL BOARDS

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School boards are made up of representatives from the school management, parents and community members to serve the best interest of our schools. An active school board that works together with school management can help us achieve our environmental goals. School boards may also be greened by establishing a sustainability committee, or a portfolio within a committee such as the 'school development and maintenance committee' or the 'school health, feeding and safety committee'.



Review the UNICEF manual on **Establishing and Maintaining Effective School Boards** including **pg. 12** on establishing committees.

The school board is responsible to help develop the strategic vision and plan for the school with broad stakeholder involvement. The specific committees may also help to secure resources for the school in the form of in-kind or financial donations.

PRINCIPALS AND TEACHERS

The school principal is one of the most important members to have as part of our **sustainability leadership** and can make the journey to becoming a sustainable school much easier and more efficient. Our activities will not only be supported, but hopefully will be prioritised, linked to existing programmes and celebrated. Principals can advertise the activities as belonging to the school and report on them within other forums, such as regional education meetings.

LEADERSHIP QUALITIES

Judgment, discipline, compassion, a keen sense of what's right and wrong, concern about community and dedication to service.

KOFI ANNAN, 2018



From our own interactions with our school principals, we can explore the key attributes that make up the role of the principal:

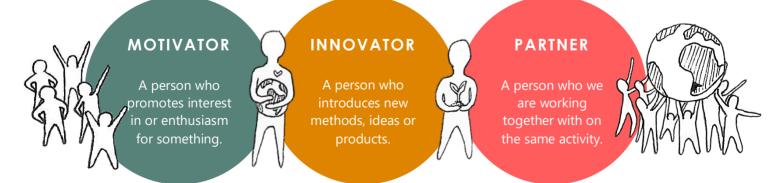


These qualities are important in all of us as teachers. It will help us to get others to join in our actions. It is also important to gain the support of other teachers at our schools, as they are our community – and may also be leaders; such as HODs and within management committees or activities.



LEARNERS

Leading from the bottom up: Our learners are our greatest asset! They are our motivators, innovators and partners in achieving sustainability at our schools. Many of our learners are way ahead of us in their ideas and aims for what ESD should be and can be in our schools and in the country. We need to listen to their ideas and help develop leadership skills to transform ideas into realistic and achievable action.



Some learners may often volunteer themselves through participation in ESD activities or a club. These learners are already leaders or have the potential to become leaders. Our environmental club is a great platform for green leadership within the school (see **Toolkit 3.9** - **Sustaining your Actions**).



Show the video **Students' Experiences on Leadership and Sustainability Education** as an inspiration of student governance and developing leadership skills.

We can also consider greening other leadership positions that our learners may have such as head boy or head girl, Learner Representative Council (LRC) member, sports team captain and an extra-mural club chairperson. These learners are already in a leadership position and

although their purpose may not currently include sustainability, it is a great opportunity to integrate it. Add a sustainability portfolio to the

LRC, or give training to the sports team about ensuring their games are litter-free and zero waste. Teachers and principals can support us in this and can help develop the full potential of greening school learners in

For ideas on activities to develop leadership skills in youth

see the manual Building Environmental Youth Leadership.



Support the team captain to lead the way by setting the example!

(P) Class Captain



Learners are also in leadership positions throughout the main part of the school day. We can develop sustainability leaders within our classroom by having an "environmental class monitor" whose responsibility is to ensure that the school's environmental policy is being implemented within the class. We can also extend this into the schoolyard and introduce 'litter monitors' for the breaktimes. CLASS Duties

Clean-up litter	
sort recycling bin & take recycling outside	
take compost to garden	
Shred Scrap-papel for fireballs	r

We may, of course, face challenges in getting everyone on board with greening our leadership teams at school. This is to be expected; however, it is our right and our responsibility to care for our schools. Environmental education is one of the cross-curricular subjects and deserves to be at the core of education.

leadership.

RESOURCE

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RESOURCE CHECK

Use the comic **Taking Responsibility for your School** to illustrate why is so important that we each play our part - we have rights and responsibilities.

"We all have a duty to make our schools better..."

MINISTRY OF EDUCATION, ARTS & CULTURE, 2020

2. CREATE A VISION & MAKE A POLICY

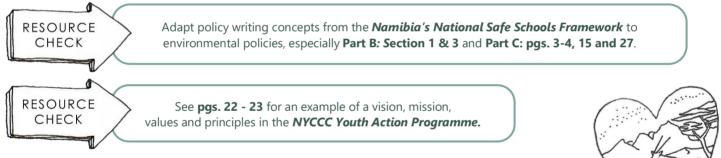
Do you already have an environmental policy? Make sure to share it and keep it updated! We can create a common vision and develop a policy to guide our school's ESD initiatives. Our school should already have policies in place such as a code of conduct. Adding sections to an existing policy or developing a stand-alone policy are both effective approaches. Namibia's National Environmental Education/Education for Sustainable Development (EE/ESD) Policy is a valuable reference document.



DEVELOPING THE FOUNDATION

AL Quality Education

Creating a **vision** and **mission** is the first step of policy development. We can begin with a visioning exercise to conduct a self-evaluation together with key stakeholders - our green leaders. This can help us to reflect on how well the school is doing and to brainstorm and focus on ideas that are most important. It can also reveal possible areas of collaboration within and outside of our schools.



Our policy should include our underlying principles and values, as these inform stakeholders of what we believe in. These should be reflected in our vision statement. Refer back to **Toolkit 2.2 - ESD Concepts** and **Toolkit 3.1 - Teach an ESD Lesson Plan** on environmental ethics as a refresher.

> Through our visioning process we will have developed our key objectives or the goals of the policy. These are often structured according to different environmental areas, but we should contextualise our policies within an ESD framework and remember to include learning goals as well. We can also write our vision and mission statements in the form of a declaration of our commitment. The purpose and content are the same however it is presented in a different format.

#ESD for 203



WRITING THE POLICY

Now that we have the key components for the policy, we need to write the policy document. There are many different ways we can structure our environmental policy. It is important that we write it in our own words and context that it reflects the school's culture and practices. We want to ensure that everyone at the school has access to the policy and can understand its purpose.



Many policies already include implementation or action points. We can add these in our policies or we can develop a separate implementation or action plan that is based on the policy. We can use the approach that works best for our school setting.

3. PLAN IT!

Planning is a process where we brainstorm about the activities that need to be done to achieve a goal. As educators, we must regularly plan ahead to ensure that our teaching will achieve the learning objectives. There are several different levels of planning that we can do to green our school.

We are all at different stages of integrating ESD into our schools. Some of our schools do not yet have any ESD, or very little. Some of us may have once-off projects, while others have regular ESD programmes. There are also some schools that have already completed many greening leadership tasks and may even be part of an official programme or are considered model schools.



We can take inspiration from one another, but not judge our own progress by comparing with others.

The future is

exciting !!!



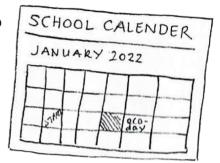


Read the article *Leading Schools towards Sustainability: Fields of Action and Management Strategies for Principals* to get a good understanding of different stages of school development towards sustainability (pgs. 5 - 7).

In any of these situations it is important to develop an action plan that accurately reflects the stage or level of ESD implementation of our school. An action plan needs to be realistic, therefore should not be overly ambitious or too easy to achieve.

ANNUAL SCHOOL CALENDAR

One of the best ways to ensure that ESD activities will be sustained is to simply add it to the school's annual plan. Many schools begin their annual planning at the end of the school year for the next year. This includes the school's activity calendar and work plan, as well as the school budget. It is the opportunity to ensure that special environmental days will be celebrated (see **Toolkit 3.5 – Celebrate the Environment**) and that fundraisers can be earmarked for environmental projects.



Some school circuits or regions also share their school calendars to ensure there is no conflict of community events and to look for occasions to work together. This is a good opportunity to share our ESD plans and activities further.

SCHOOL ACTION PLAN (WITH OR WITHOUT A POLICY)

If we do not have a policy, we can still develop an action plan.

Our environmental school policy requires an action plan to ensure that it gets implemented. We cannot just have a policy in theory if we would like to achieve our goals. We need an action plan to go with it. Our action plan determines what is to be done, by when and who is responsible for implementation.



RESOURCE CHECK

> Use the *Guides for Youth NGOs* for sustainable project planning and management ideas on **pgs. 7 – 10.**

A school action plan can have varying levels of detail. For many projects, a simple, short plan is sufficient. For projects that may require more funding, input or time, it may be important to develop an action plan with more details.

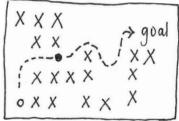


STRATEGIC PLAN

Our school board can ensure that ESD is specifically included in the School Development Plan or a school strategic plan. This strategy outlines how the school can improve and maintain standards of education and its facilities. Therefore, it is the ideal place to integrate ESD and the many activities in **Toolkit 3 – Let's Get Practical**. This plan is usually for a longer period of time and may not include specific details. If our school has an environmental policy, then these should complement each other. However, a school strategic plan can have ESD objectives even without a school policy. Remember to see **Toolkit 3.9** for fundraising ideas to achieve the school's goals.

Be flexible! Sometimes even the best made plans need to be changed.

RESOURCE CHECK Be inspired by **Kakoma Primary's Sustainability Plan** video of their plan to improve sustainability at their school in Malawi.

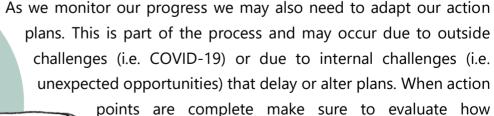


MONITORING AND EVALUATION

PLAN

EVALUATE

Monitoring our action plan is an important part of implementation. This will help keep us on track. We can track activities on an on-going basis and provide feedback at environmental club meetings, staff meetings and/ or at school board meetings to ensure all our stakeholders are well-informed.



IMPLEMENT) successful they were and if they are to be continued on an on-going basis. Use the results of the evaluation to

help develop the next action plan. This creates an on-going cycle and reflects the 5Ts of Action Learning in **Toolkit 2.2**.

RESOURCES

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1. GREEN LEADERS AND MANAGEMENT

Predictive Models for School Leadership and Practices

<u>CHAPTER</u>: This chapter entitled *Green School Leadership* examines leadership practices of principals focused on achieving school sustainability. Namibian teachers formed the study group making the results even more interesting.

AUTHOR: C. N. S. Shaimenmanya, S. P. Shihomeka (2018)

Getting Climate-Ready: A Guide for Schools on Climate Action

<u>MANUAL</u>: This manual on adapting and adopting climate change considerate practices guides on a whole school approach to achieving school sustainability, including examples, information and evaluation methods. **AUTHOR:** N. Gibb (2019)

Link: https://www.unesco.de/sites/default/files/2019-03/Getting Climate-Ready-Guide Schools.pdf

Eco-Schools Namibia Handbook

<u>MANUAL</u>: This informative booklet on the Eco Schools programme and its functionality in Namibian schools, informs on and contextualises the initiative, followed by documenting its objectives, methods and activities. **AUTHOR**: A. F. Shakumu (2018)

Establishing and Maintaining Effective School Boards

<u>MANUAL</u>: Aiming to strengthen school boards capacity to perform their roles most effectively and efficiently, this guide serves as an informative training guide on relevant principles and strategies for all school areas. **AUTHOR:** Namibian Ministry of Education, Arts and Culture (2016)

The School Principal as Leader: Guiding Schools to Better Teaching and Learning

<u>BOOKLET</u>: This booklet aimed at building leadership skills and knowledge of principals suggests 5 key practices of effective principal leadership and includes a case study and two perspectives of principals' roles. **AUTHOR:** The Wallace Foundation (2013)

Link: <u>https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf</u>

Namibia's National Safe Schools Framework (Part A, B, and C)

<u>MANUAL</u>: These manuals guide on the establishment of a safe school giving background knowledge and contextualisation, practical guidance on achieving a safe school in Namibia and implementation strategies. **AUTHOR:** Namibian Ministry of Education, Arts and Culture (2018)

Part A: <u>https://www.ungei.org/publication/namibias-national-safe-schools-framework-part</u> Part B: <u>https://www.ungei.org/publication/namibias-national-safe-schools-framework-part-b</u> Part C: <u>https://www.ungei.org/publication/namibias-national-safe-schools-framework-part-c</u>









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Students' Experiences on Leadership and Sustainability

Education

VIDEO: This first-hand report of student leaders gives their perspective and experiences of leadership and education. It shows examples of their leadership efforts towards achieving sustainability at various levels. **AUTHOR:** Partnership for Sustainability Education (2021) Link: https://www.youtube.com/watch?v=T9GGZALf14o

Building Environmental Youth Leadership

MANUAL: An example of environmental service learning, this booklet explores environmental youth leadership, guiding on the planning and process of it, followed by project curriculum including activity plans. AUTHOR: N. J. Meyer, R. L. Meyer, University of Minnesota (2006) Link: https://www.lakesuperiorstreams.org/citizen/youthlead/Build Env Youth Lead.pdf

Taking Responsibility for your School

<u>COMIC</u>: This comic illustrates the significance of quality education in a safe environment and suggests ways learners can hold schools accountable to this using the story told of learners taking responsive action. AUTHOR: Legal Assistance Centre (2020)

Link: http://www.lac.org.na/projects/grap/Pdf/comicresponsibility_eng.pdf

2. CREATE A VISION & MAKE A POLICY

Namibia Youth Coalition on Climate Change Youth Action Programme

MANUAL: The national coalition resulted from the 2011 Namibia Climate Change Adaptation Youth Conference. This guideline and tool is for those developing and implementing climate change activities with a youth focus and provides helpful tools.

AUTHOR: Namibian Youth Coalition on Climate Change (2011) Link: http://www.iecn-namibia.com/CCA%20YAP LowRes.pdf

School Environmental Policy Examples

POLICY: These examples from Namibia and abroad show various ways of setting out a school environmental policy. It illustrates that school policies can be done that they are appropriate to the context of the school. The policies can be used to give ideas for own school policy development.

AUTHOR: Eco-Schools South Africa (n.d), Edward Frederick Primary School (n.d), Garlinge Primary School and Nursery (n.d), N. Mutschuana Primary School (2009), WJD Cloete Junior Secondary School (n.d) Garlinge Primary School and Nursery: http://www.garlingeprimary.co.uk/policies/environmental-policy.pdf





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CERES Sustainability Policy Examples

<u>ACTIVITY SHEET</u>: These interactive templates provide the framework to a school sustainability policy, including the necessary policy components, structure and environmental considerations. **AUTHOR:** CERES School of Nature and Climate (n.d) Link: https://sustainability.ceres.org.au/resourcesmart-schools/resources/

3. PLAN IT!

Leading Schools towards Sustainability: Fields of Action and Management Strategies for Principals

<u>ARTICLE</u>: This informative article on actions and management strategies for principals to implement/improve sustainable practice and ESD, includes leadership methods and suggestions of principal engagement areas. **AUTHOR:** U. Müller, A. Lude, D. Hancock (2020)

Link:<u>https://www.researchgate.net/publication/340566884 Leading Schools towards Sustainability Fields of Action an d Management Strategies for Principals</u>

Guides for Youth NGOs

<u>MANUAL</u>: Aiming to improve the quality of work of youth NGOs, this easy-to-understand guide informs on fundamental basic practice techniques and principals to increase a youth NGOs capacity and capabilities. **AUTHOR:** Youth and Environment Europe (2018)

Link: https://yeenet.eu/wp-content/uploads/2018/12/Guides-for-youth-NGOs.pdf

Guide for Sustainable Schools in Manitoba

<u>MANUAL</u>: Using a whole-school approach to sustainability, this guide is designed to help schools develop, implement and monitor sustainability plans, including relevant information, guidance and support materials. **AUTHOR**: International Institute for Sustainable Development, Manitoba Education (2016) Link: <u>https://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf</u>

School Environmental Management Plan

<u>GUIDE</u>: This document on school environmental management plans outlines the concept of a "resource smart" school, guides environmental impact evaluation, and the creation of a relevant resulting action plan. **AUTHOR**: CERES School of Nature and Climate (n.d)

Link: https://sustainability.ceres.org.au/resourcesmart-schools/resources/

Kakoma Primary's Sustainability Plan

<u>VIDEO</u>: Presenting Kakoma School and it's challenges, the video report introduces the school's sustainability plan, including areas of action they have identified, as *Empower Projects* aims to raise funds to implement it. **AUTHOR:** Empower Projects (2018)

Link: https://www.youtube.com/watch?v=M6wWrhnbUII

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