



Educational Leadership in the Fourth Industrial Revolution: Minding the Perils in Developing Countries like Eswatini.

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The purpose of the paper is to assess how the Fourth Industrial Revolution (4thIR) is embraced by educational leaders in developing countries like the Kingdom of Eswatini for the improvement of learner outcomes. Since the 4th Industrial Revolution is taking place at such an unprecedented speed, some sectors of the economy like in education are likely to be left behind. The main argument presented in the paper is that educational leaders even in developing countries need to engage in the Revolution but mind the pitfalls. The three questions that are addressed in the paper are: i) what are the Eswatini education policies that support (or fail to support) the 4th IR for the enhancement of quality teaching and learning? ii) How are school leaders supporting (or failing to support) teacher creativity and innovation during this digital age? iii) Considering the often impoverished skills in dealing with change, how can such education contexts be supported so that they are not left behind? The paper has a potential of improving policies and funding that support education relevant to the digital era affecting schools; may motivate school leaders to improve teaching and learning after having acquired the required skills and; improve collaboration within educational organisations in the global village.