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The program is available at: [WELS.EduLead.net](https://WELS.EduLead.net)

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### **World Education Leadership Symposium (WELS) Online Conference 2022**

#### **Initiator and Organizer / Initiator und Leiter:**

Prof. Dr. Stephan Gerhard Huber

#### **Host WELS 2022 (since 2009) / Veranstalter WELS 2022 (seit 2009):**

Institute for the Management and Economics of Education (IBB) /

University of Teacher Education Zug (PH Zug)

Institut für Bildungsmanagement und Bildungsökonomie (IBB) /

Pädagogische Hochschule Zug (PH Zug)

#### **Cooperation Partners / Kooperationspartner:**

Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner

WELS KEYNOTE SEPTEMBER 28 2022

## Educational leadership for innovation, growth and sustainability – The pandemic and beyond

Prof. David Gurr  
The University of Melbourne



UNESCO 2030 GLOBAL GOALS



## The project

Report to the Commonwealth Secretariat to inform the 21st Commonwealth Conference of Education Ministers (21CCEM) held in the first half of 2022.

The foci of the project were:

- to examine in greater depth educational leadership in the Commonwealth in relation to the 21CCEM main theme i.e., innovation, growth and sustainability
- How will education and educational leadership be different after the pandemic?

These foci were considered at several seminars across the world in 2021/22 and related to research evidence collected since the pandemic began in early 2020.

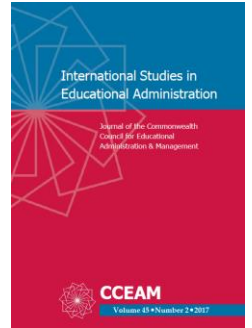
Reference:

Gurr, D. (2022) Educational Leadership for Innovation, Growth and Sustainability. Report to the Commonwealth Secretariat on outcomes of forums held to inform the 21st Commonwealth Conference of Education Ministers (21CCEM), and the conference theme of 'rethinking education for innovation, growth and sustainability; Learning for Life' (Melbourne, Australia: Melbourne Graduate School of Education).

# The sources of evidence

## **Review of *International Studies in Educational Administration* special issues focussed on the pandemic.**

There were 58 papers published across four issues: volume 48, issues 1-3, and volume 49, issue 1. I have reported on these at the last WELS conference and all four issues are freely available from the CCEAM website: [www.cceam.net](http://www.cceam.net). The articles offered country perspectives, reports of empirical research, opinion pieces and papers that provided conceptual tools that helped to understand responses to the pandemic and to consider the enduring changes that might arise from this period of crisis.



## **Seminars**

During 2021 and early 2022 I conducted several seminars and gave keynote presentations at which I collected opinions about the impact of the pandemic on schools and school leadership through shared documents, collecting chat comments and audience questions and my own note-taking. The seminars included:

Udaipur, India, March 13, 2021	Hong Kong, June 25, 2021
Malaysia, September 29, 2021	Australia, October 9 and 23, 2021
Africa, October 9, 2021	Canada, October 29, 2021
United Kingdom, December 2, 2021	Chile, January 11, 2022

In total there are voices from over 1,400 educators across the world represented in these seminars.

# The findings and policy recommendations

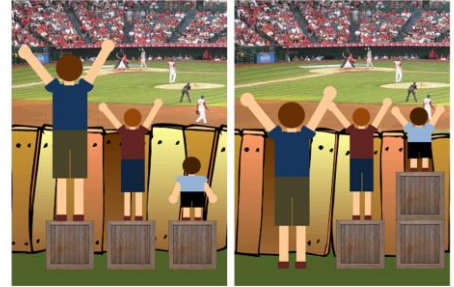
- 1. Quality and equity**
- 2. Personalisation**
- 3. Education, health and well-being and the importance of a physical school to communities**
- 4. Leadership**
- 5. Evolution of education**

# 1. Quality and equity

The pandemic has brought to the fore differences in the quality of education across and within countries, and the extent to which quality education is available to all students (equity).

The general quality of schooling across the globe needs to be raised, and this needs to be available to all students (equity); it is an issue of both the quality of schooling and the broader idea of the quality of education.

Quality and equity are enduring education challenges in all countries and there seems to be energy from the pandemic for a renewed push to address these challenges.



**Policy recommendation: Call for a renewed and sustained focus on access to quality education across and within countries for all learners as an imperative to address disparities, including those brought to the fore by the health pandemic.**

Craig Froehle  
<https://medium.com/@CRA1G/the-evolution-of-an-accidental-meme-ddc4e139e0e4>

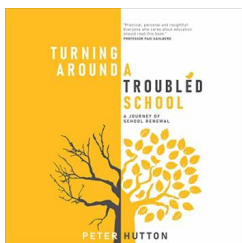
# 2. Personalisation

Innovative and positive educational responses to the pandemic have often focussed on education that meets the personal needs of students, and often supported with innovative technology solutions.

This trend needs to be accelerated, especially for students with special or additional needs. This approach also links well with calls for early intervention for students with learning issues.

**Policy recommendation: Support the development of personalised learning approaches, with a focus on the opportunities that learning technologies provide for all students and especially for students with special or additional needs**

## PERSONALISED LEARNING



Nada Jarni, Teacher

Peter Hutton, principal

Stronger emphasis on learner at the centre	Focus on Learner Agency	Building conceptual connections – expanded curriculum	Flexible pathways (Disrupting some traditional structures)
<ul style="list-style-type: none"> <li>• Student voice and choice enhanced</li> <li>• Cycles of improvement – ask the students to imagine what they see as important</li> </ul>	<ul style="list-style-type: none"> <li>• Student e-portfolios: students collect evidence of their own learning and competencies which is gathered across the</li> <li>• Goal setting - not just content. But competencies</li> <li>• Explicitly teaching meta-cognitive thinking</li> </ul>	<ul style="list-style-type: none"> <li>• AUTHENTIC LEARNING QUESTS</li> <li>• Interdisciplinary units</li> <li>• International/ National – joint projects across schools on issues that matter to students</li> <li>• Global and or moral compass/ethical</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility – demonstrate base line achievement in literacy and numeracy and then students select units/modules of own choice</li> <li>• Hybrid/face to face and online</li> </ul>

### 3. Education, health and well-being and the importance of a physical school to communities

The importance of schools to communities has been enhanced.

Schools are centrally important for the education of students, and in many contexts, also for the health and well-being of students (and families).

Beyond these purposes, and even accounting for greater remote learning possibilities, having schools as a physical presence in communities seems to have greater importance.

Given the importance of schools to communities, their physical amenities need to be improved, and this is likely to help enhance quality and equity. The disparity between and within countries is the physical amenities is notable and something that needs to be addressed urgently.

***Policy recommendation: Call for countries to prioritise improvement of the physical buildings and grounds of all of their schools and to enhance the usability of the facilities for local communities***

Dhani Shah. Doctoral Student

In Sindh province, Pakistan, only 57% of schools have drinking water facilities, 45% have electricity, 63% have washrooms, and 61% have boundary walls (School Education and Literacy Department, Government of Sindh, 2016-17).

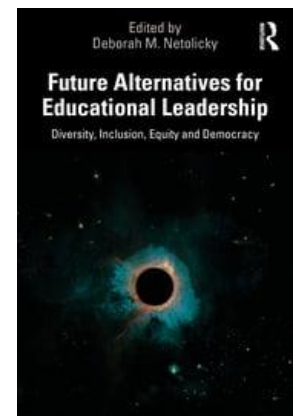
### 4. Leadership

The importance of principal leadership and, to a lesser extent, system leadership for effective schooling has been reinforced.

Leadership from many, often with a more collaborative and relational style of leadership has been important during the pandemic and it seems likely that this will endure. We will look to middle leaders and teacher leaders, and hopefully support them better to have an influential role in schools. Leadership from students, and even from parents, will become more important.

Supporting the development of aspiring and current leaders will be important, and the type of leadership needed will likely have a strong value-base and be more future focussed, collaborative, responsive, crisis ready and contextually sensitive.

***Policy recommendation: Support the value-based development and preparedness of aspiring and current educational leaders for collaborative, responsive, crisis-ready and contextually sensitive practice; and for future schools that are inclusive and integrated in the community.***



Netolicky, D.M. (Ed.) (2022) *Future Alternatives for Educational Leadership. Diversity, Inclusion, Equity and Democracy* (Abingdon, Oxford: Routledge).

## 5. Evolution of education

Whilst there is no sense of a broad revolutionary change to education, there is, however, consensus that change is needed and that the pandemic can and should be a stimulus for schooling progression.

Significant transformation is needed.

It is possible, as we know what to do.

Many are suggesting that the time for this is now.

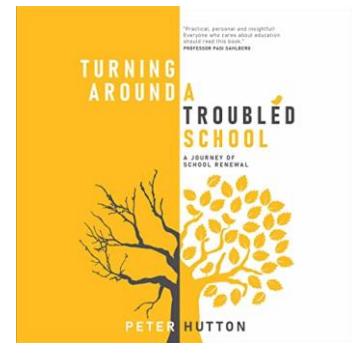
The influential USA educator, Ron Edmonds, wrote this in 1979:

*It seems to me, therefore, that what is left of this discussion are three declarative statements: (a) We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; (b) We already know more than we need to do that; and (c) Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.*

The statement remains true, and the tragedy is that we are not close to meeting these declarations.

**Policy recommendation: Promote the need for continuous change in schools and school systems, with an emphasis on decreasing the disparity in quality schooling within and between countries through accelerated change agendas.**

Edmonds, R. (1979) Effective Schools for the Urban Poor, *Educational Leadership*, October, pp. 15-24; p. 23



## Questions for discussion

- Think about change in your jurisdiction. What changes introduced during the pandemic are sticking, and what new changes are emerging as we come out of the pandemic?
- Edmonds gave us a provocative challenge in 1979. The UNESCO 2030 Global Goals tell us we have a long way to go. What do we have to do to improve the quality and equity of schools?
- What is likely to change about how schools are led? How do you feel about this?
- What are you going to do to improve education?



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THANK YOU