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World Education Leadership Symposium Online Conferences 2021 (WELSmain)

Initiator and Organizer / Initiator und Leiter:

Prof. Dr. Stephan Gerhard Huber

Host WELSmain 2021 (since 2009) / Veranstalter WELSmain 2021 (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



The Future
Leadership Challenge
– Commitment with
Compassion
WELS 2021

Professor Alma Harris

@almaharris1

Professor Michelle Jones

@MichelleSJones1

Commitment A Starting Point

- What are we committed to, as leaders?
- Has this changed over the past 16 months or simply been consolidated?



Commitment -
Focus on Right
things not
Latest Things

Equity and Excellence

These are the
hallmarks of our best
schools and systems



Leadership Matters

•Kenneth Leithwood, Alma Harris & David Hopkins (2020) Seven strong claims about successful school leadership revisited, *School Leadership & Management*, 40:1, 5-22, DOI: [10.1080/13632434.2019.1596077](https://doi.org/10.1080/13632434.2019.1596077)

‘School Leadership is second only to classroom teaching as an influence on student learning’.

Leadership -What We Know



Under the right conditions leaders can transform and significantly reverse the fortunes of failing organisations



School leadership has an especially positive influence on school and student outcomes when it is distributed (Leithwood, Harris and Hopkins, 2020)



Understanding Context remains important but this ground has shifted dramatically



Shifting Context

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Editorial

COVID 19 – school leadership in disruptive times

Alma Harris   & Michelle Jones 

Pages 243-247 | Published online: 11 Sep 2020

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Context has
shifted –
COVID 19
and Beyond

(Harris and Jones, 2020)

- 'This is a perfect storm with imperfect leadership responses.
- School leaders are walking a tightrope without a safety net. There are no precedents and no guides to leading schools in a pandemic'.



Context Matters

School leadership practices have changed considerably and maybe, irreversibly because of COVID19.

The evidence also points towards the importance of context-responsive leadership and compassionate leadership.



Three Questions

What have been the challenges for school leaders during COVID?

Have school leadership practices changed, during COVID, if so in what ways?

What are the leadership implications - COVID19 and beyond?

Challenges

Student Learning and Engagement

Access, having a dedicated space to work, connectivity, competing demands on time, lack of routine, a disconnect with teachers and friends, apathy, boredom and low mood or mental health issues.

Regular communication, on going checking in, a variety in the digital diet, parental interest, and support in learning, teaching that is engaging and teachers who are proficient enough in the learning platforms

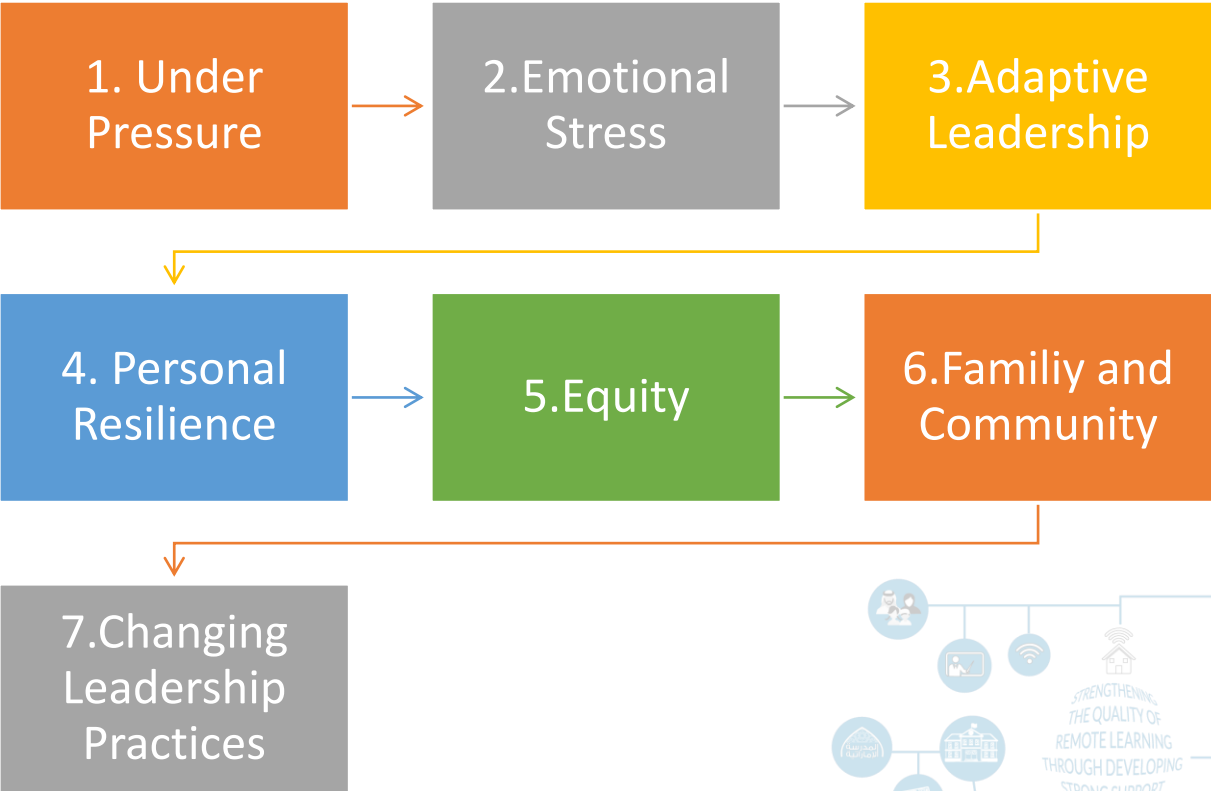


Challenges - Equity

- COVID19 has revealed a stark digital divide with 1.9 million households having no access to the internet and tens of millions reliant on pay-as-you-go services to make phone calls or access healthcare, education and benefits online.

Leading in Disruptive Times What Evidence Tells Us

(Harris, 2021)





Changes in Leadership Practice - Distributed Leadership

- Distributed leadership has become the default leadership response in this current crisis requiring more school leaders, at all levels, to **connect, share, learn and network** their way through issues.
- Through absolute necessity, rather than by design, effective school leadership is now **connected, collaborative, creative and responsive**.

Professional Learning for Leaders

Most school leadership preparation and training programmes prior to COVID19 are likely to be out of step with the challenges facing school leaders today.

New programmes will be required that fully and adequately encompass the leadership skills, practices and actions suited to the current context and ongoing situation.






Compassionate Leadership Practice

- Crisis and change management are now essential skills of a school leader.
- School leaders will need to be engaged in constant crisis and change management which will require support collaboration and empathy.
- School leaders need compassion for themselves and other.




Compassion for Self

- 
- Most school leaders are running on empty.
 - Self-care must be a priority for those leading schools at all levels

Moral Leadership

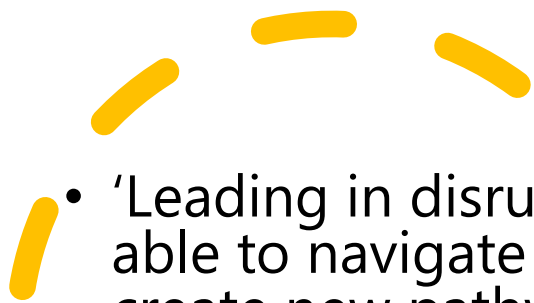
“Education without morals is like a ship without a compass, merely wandering nowhere.”

- Martin Luther King Jr.



SPLASH MATH



- 
- 'Leading in disruptive times means being able to navigate a different course, to create new pathways through the disruption.
 - School leaders on this journey are defined by their determination, their hope, and their unshakable belief that whatever happens, whatever the cost, whatever the scale of the challenge, they will continue to do everything in their power to safeguard the learning of all young people'. (Harris and Jones, 2020).



Final Word

