

Presentation / Präsentation

Note:

Information taken from power point slides (either literally or paraphrasedly or in terms of content) has to be quoted in the same way as that from other publications, with the usual bibliographical details indicating its source, e.g.: „[Author]. (2021). [Title of presentation]. Presentation at the World Education Leadership Symposium Online Conferences (WELSmain 2021, hosted by the IBB of the PH Zug on September 28 - 30, 2021.”

The program is available at: WELS.EduLead.net

Hinweis:

Informationen, die inhaltlich, paraphrasierend oder wörtlich aus Power Point Folien entnommen werden, sind genauso zu behandeln wie Zitate aus anderen Publikationen und mit den üblichen bibliographischen Hinweisen auf die Quelle zu versehen, z.B.:

„[Autorenname]. (2021). [Titel der Präsentation]. Vortrag beim World Education Leadership Symposium Online-Konferenzen (WELSmain) 2021, veranstaltet vom IBB der PH Zug vom 28. - 30. September 2021.“

Das Programm ist einsehbar unter: WELS.EduLead.net

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):

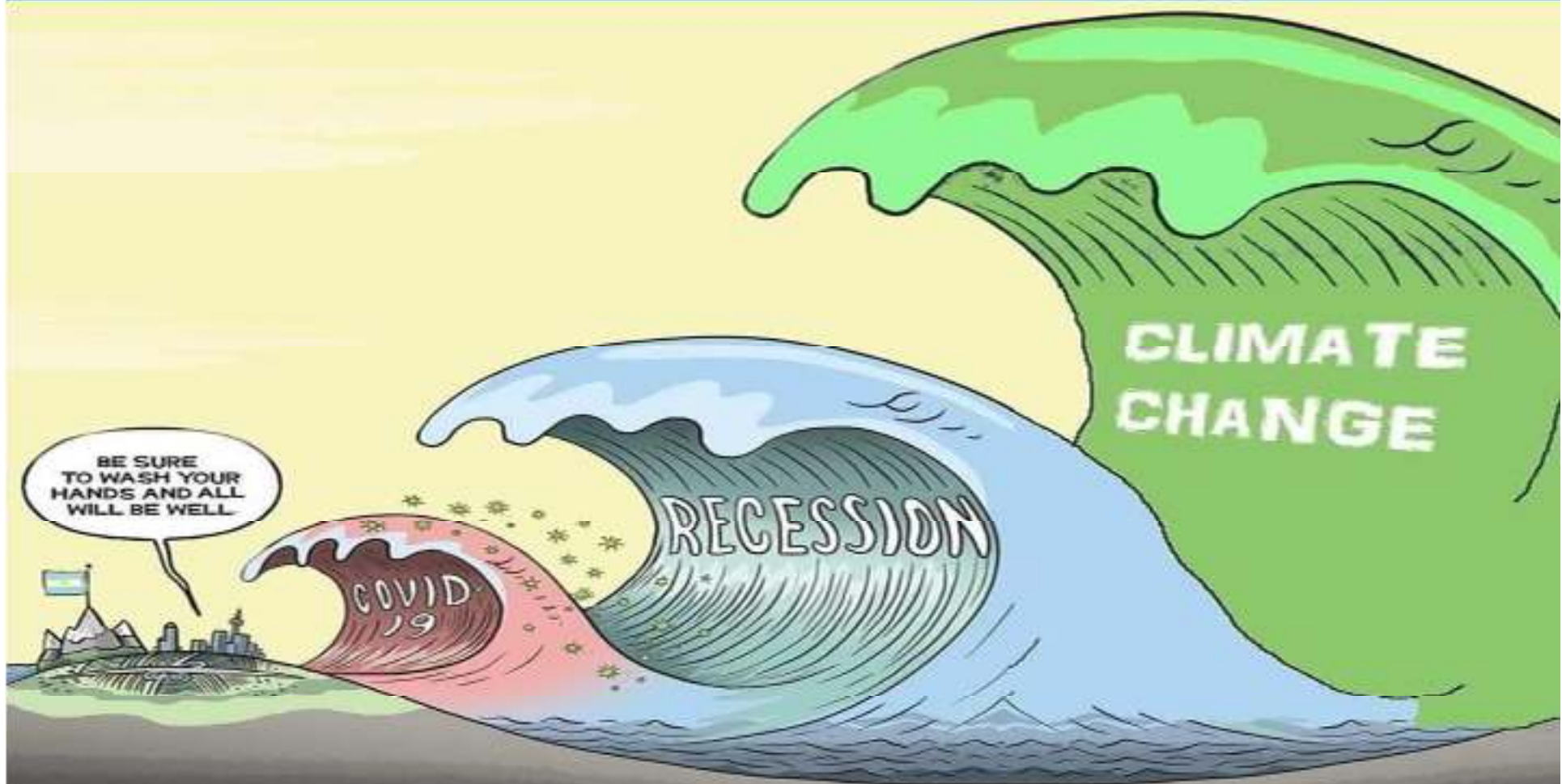
Institute for the Management and Economics of Education (IBB) /
University of Teacher Education Zug (PH Zug)

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

When crisis becomes crises: Turbulent times for educational leaders



Dr Christine Cunningham and Dr Michelle Striepe

Acknowledgement of Noongar Boojah

ABORIGINAL GROUPS OF THE SOUTH WEST OF WESTERN AUSTRALIA



As uninvited people on unceded Indigenous territory, we acknowledge our responsibility to examine our part in settler colonialism; acknowledge the traditional custodians of the land where we live and work; and strive for justice, reconciliation and equity.



Research Project

Aim:

To explore school leadership team members and teachers' experiences of the COVID-19 crisis.

Central Research Question:

How did leadership staff and teachers manage and respond to the COVID-19 crisis within their educational setting?

Methodology: .

Interpretivist paradigm (Cohen et al., 2018)

Case study approach (Stake, 2006)

Purposeful sampling (Patton, 2002)

Qualitative data collection methods (Cohen et al., 2018)

Grounded theory approach (Strauss & Corbin, 1990)

China: School principals

How was leadership enacted?

- *Evolved from reacting to purposeful*
- *Tending to the needs of staff, students and parents*

How did their roles change?

- *Stretched beyond normal roles and responsibilities*

How did contextual factors impact on leadership and their roles:

- *Macro to micro: political system, educational system, parents, self*

Bolivia: School director

How was leadership enacted?

- *Reactive approach*

How did their roles change?

- *Their role was minimized*

How did contextual factors impact on leadership and their roles?

- *Macro to micro: socio-political (social unrest); little system support, poor infrastructure, lack of resources*

Western Australia: Leadership teams

How was leadership enacted?

- *Reacting*
- *Preparing*
- *Caring*

How did their roles change?

- *Leadership teams expanded*
- *Divided and spread out the work*

How did different contextual factors impact on leadership and their roles?

- *Macro to micro: State and Federal Government and System*

Discussion

Duration of crisis influenced the participants' approach.

Different contextual factors influenced their approach.

- Political system

Educational leadership during times of crisis requires a **distinct** approach.

Questions

How does the length of a crisis change a leader's approach?

How contextual factors influence a leader's approach during a crisis?

How approaches to educational leadership during a health crisis is similar to or different from other types of crisis?

Thank you!



Any Questions

References

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge/Taylor & Francis Group
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Stake, R.E. (2006) *Multiple case study analysis*. The Guilford Press, New York.