



Leading in Difficult Times Revisiting Moral Purpose

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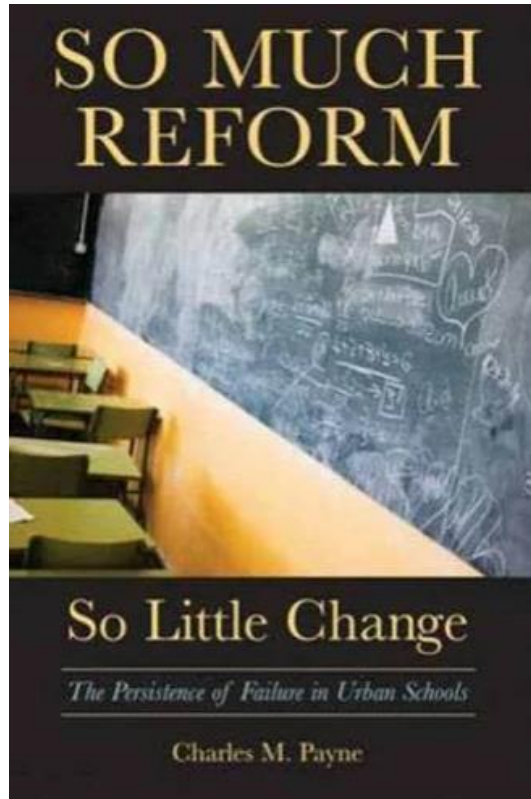
There are two things that people complain about

- 1. The way things are
- 2. Change

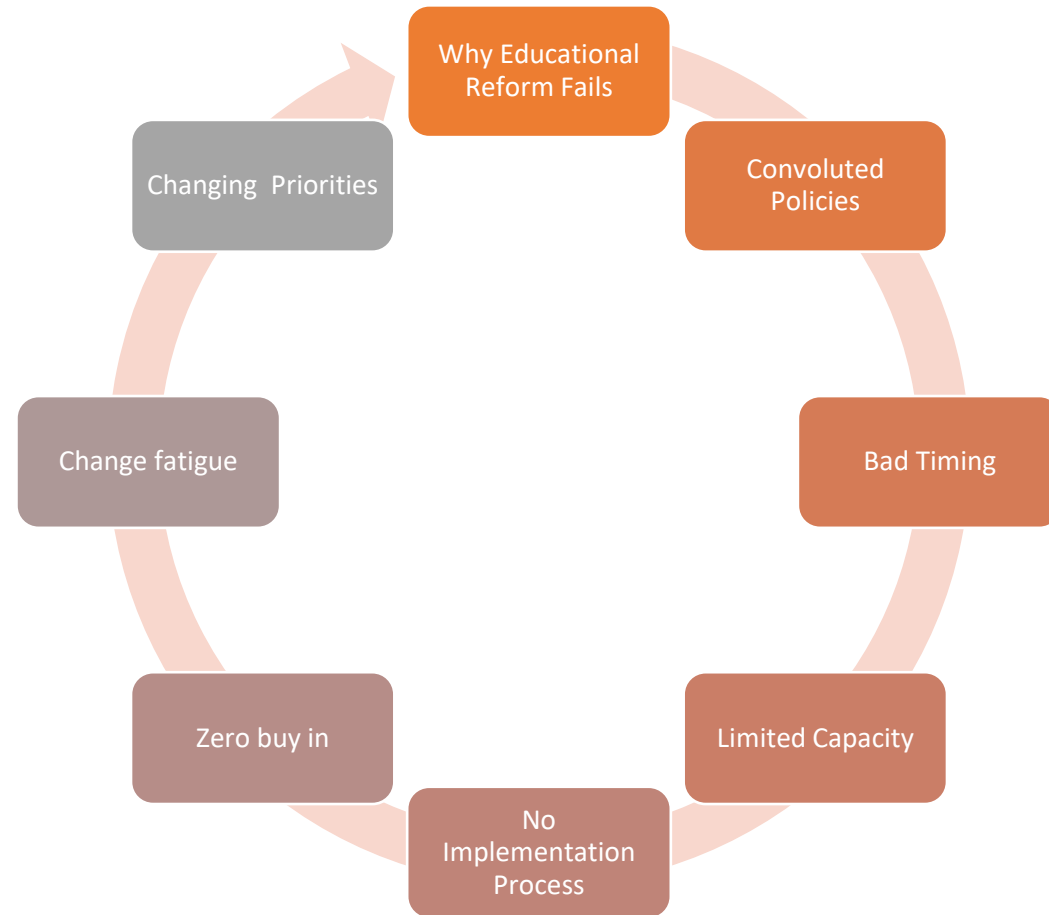


Around the Globe

So much reform, so little change



Why?



What do we know about successful systems?

1. The quality of a system or school cannot exceed the quality of its people
2. The only way to improve student outcomes is to improve the quality of teaching
3. High performance requires every child to succeed




Successful
Education
Systems

Focus on the
right things not
the *latest* things

EXCELLENCE
THROUGH
EQUITY



THESE ARE THE
HALLMARKS OF
OUR BEST SCHOOLS
AND SYSTEMS



Right Drivers (Fullan, 2010)

Capacity Building

Professional Learning

Teacher Led Change

Leadership

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



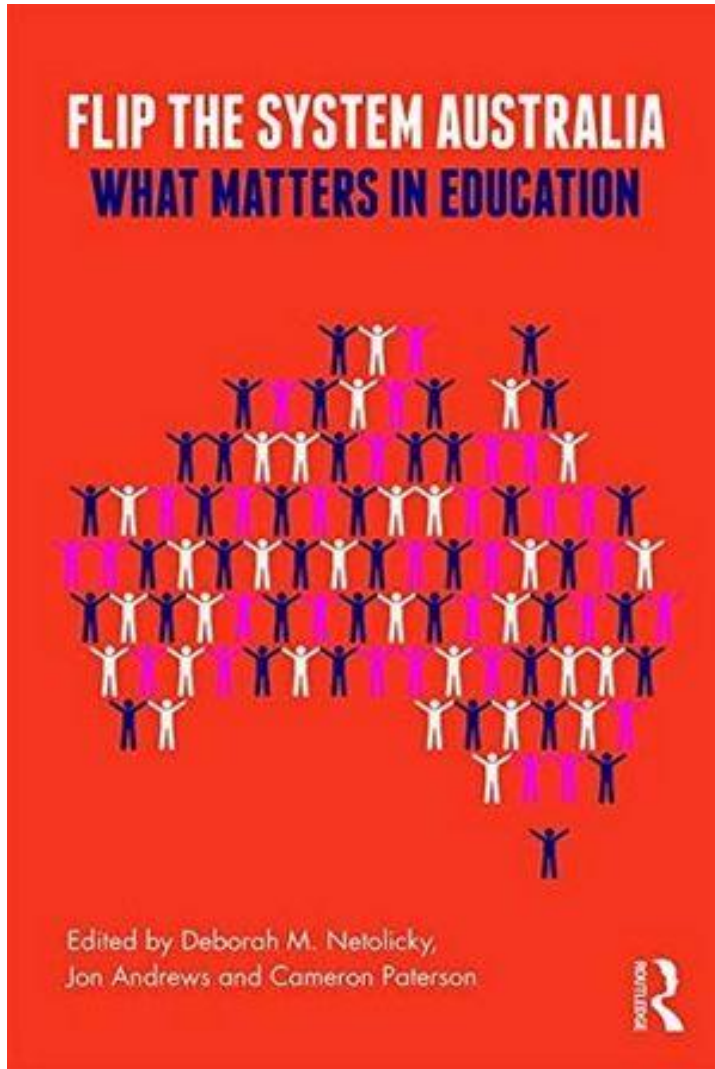
Leadership is the key to school and system transformation



Collaborative, Connected and Collective leadership is powerful



Leading for equity and excellence is at the heart of school and system success



Putting Equity at the heart of school and system reform

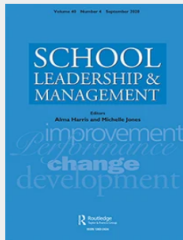
- More than aiming resources at the most disadvantaged schools or students;
- More than introducing strategies or temporary interventions aimed at school improvement.
- Structural inequity is the target.
- Plus a fundamental rethink of educational policy priorities and how they impact upon the most disadvantaged.

So

- What are we committed to, as educational leaders?
- Has this changed during COVID or simply been consolidated?



Shifting Context



School Leadership & Management >

Formerly School Organisation

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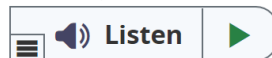
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Editorial

COVID 19 – school leadership in disruptive times

[Alma Harris](#) & [Michelle Jones](#)

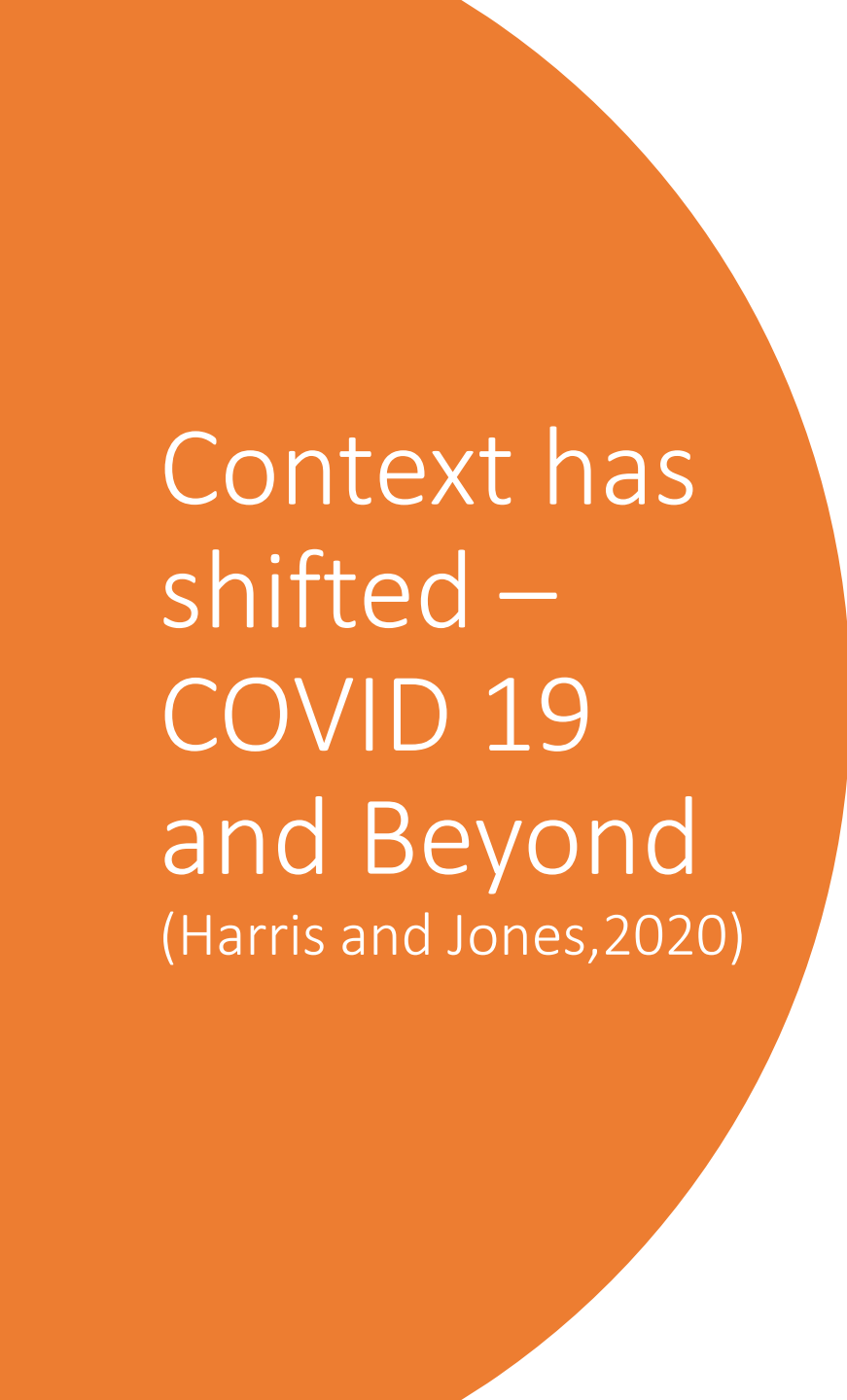
Pages 243-247 | Published online: 11 Sep 2020

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<https://doi.org/10.1080/13632434.2020.1811479>



Free access

A large orange circle is positioned on the left side of the slide, partially overlapping the text.

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'.



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 -Equity

- COVID19 has revealed a stark digital divide with many young people living having no or limited access to the internet.



Challenges

Student Learning

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 -Leading Community Engagement

Communities are a key resource for school leaders, as they host a wealth of additional expertise, knowledge, and local capacity.

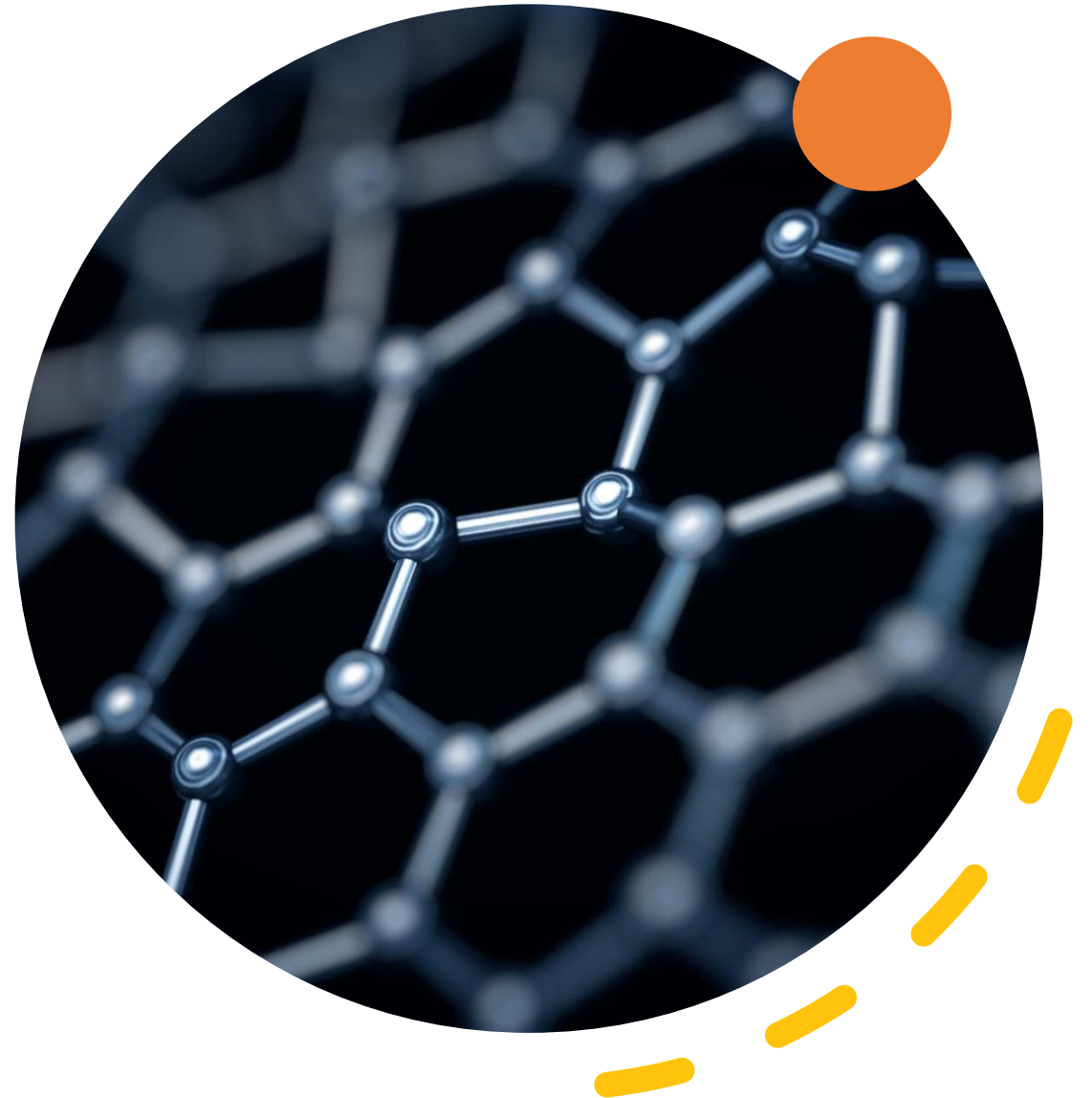
Forging stronger links with parent/community groups to support families, young people and children is now a necessity to deal with the many issues that COVID19 has generated particularly for vulnerable, marginalised, or isolated young people



Community Support

Programmes of **family support** are essential to ensure that positive relationships are built upon by school leaders and extended to maximise students' learning.

Community engagement in schooling is crucial to ensure that schools can adjust to any future crisis and guarantee **continuity of learning for all students** hence it should be a policy priority.

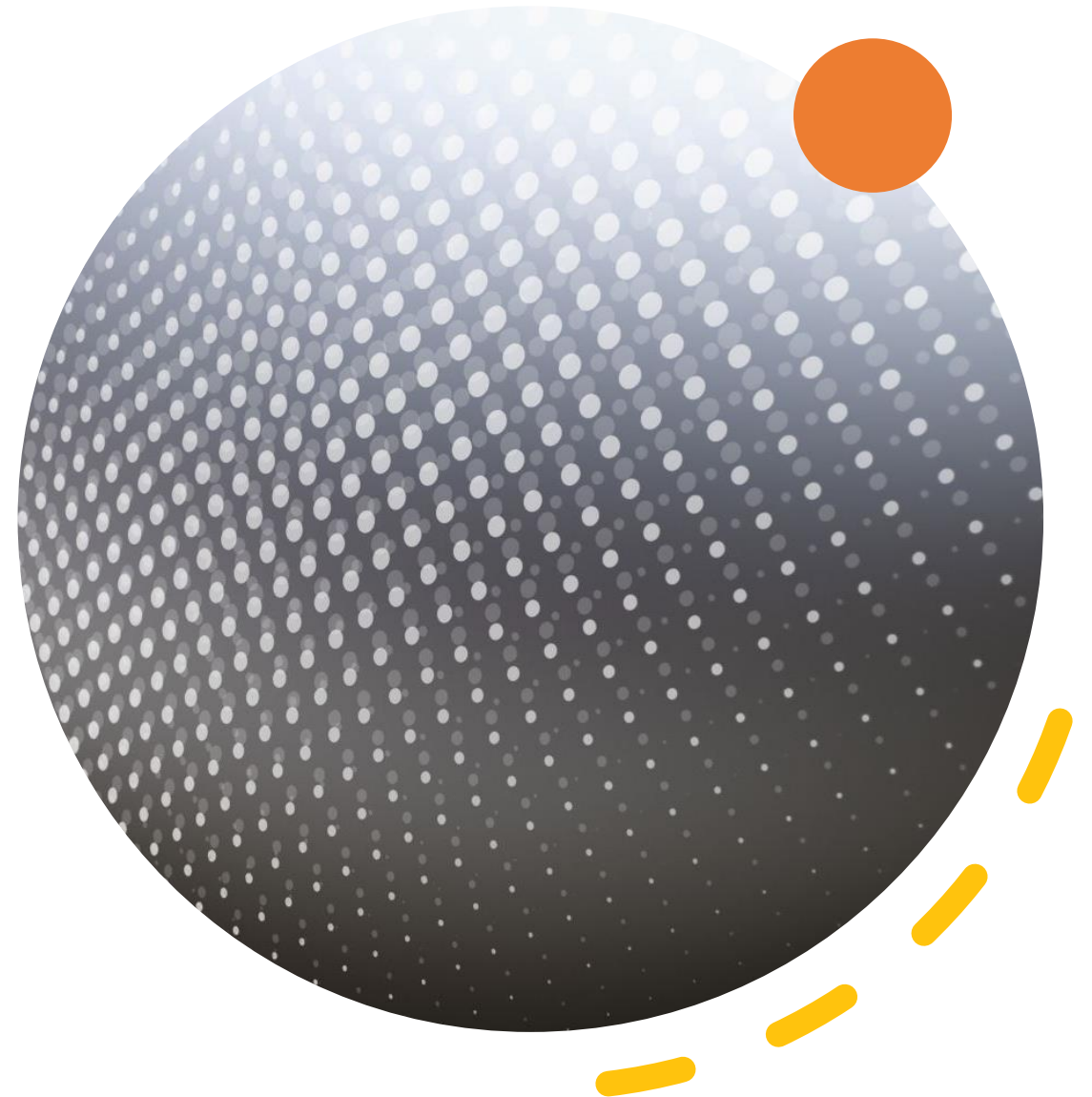


Leading in Disruptive Times

What Evidence Tells Us

(Harris, 2021)

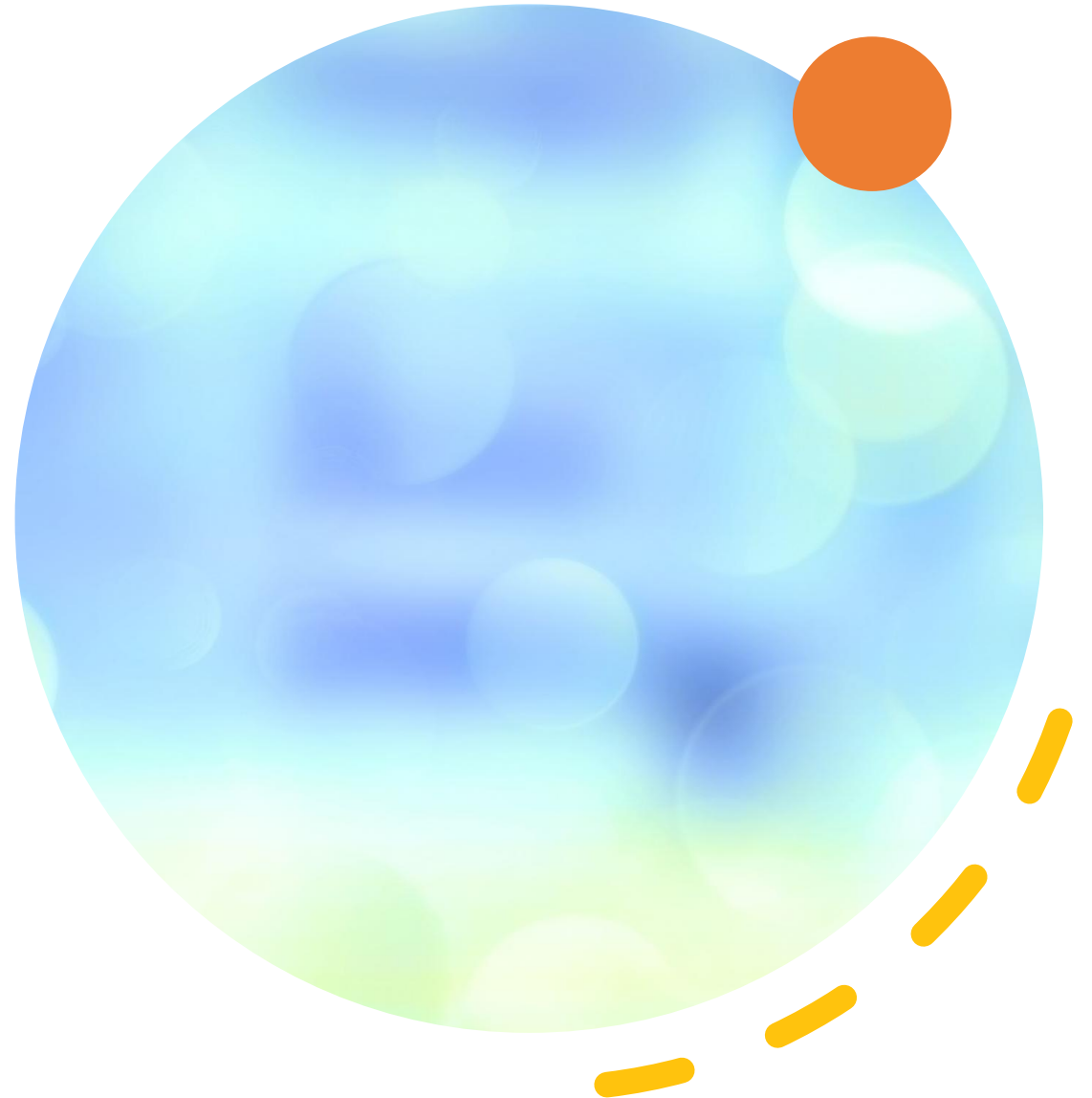
1. Under Pressure
2. Emotional Stress
3. Adaptive Leadership
4. Personal Resilience
5. Equity
6. Family and Community
7. Changing Leadership Practices



Challenges to Leadership

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.



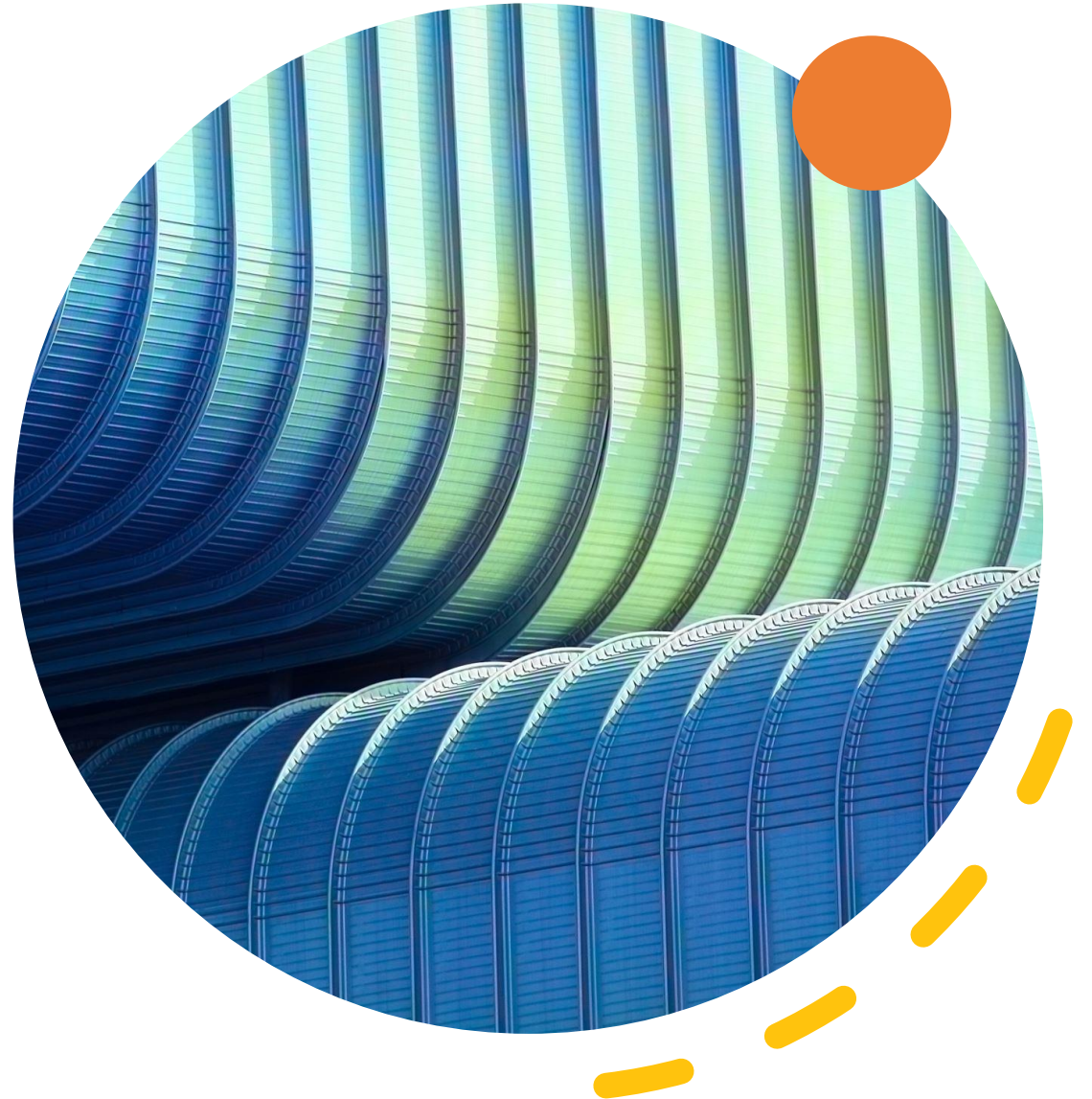
Changes in Leadership Practice - Distributed Leadership



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.



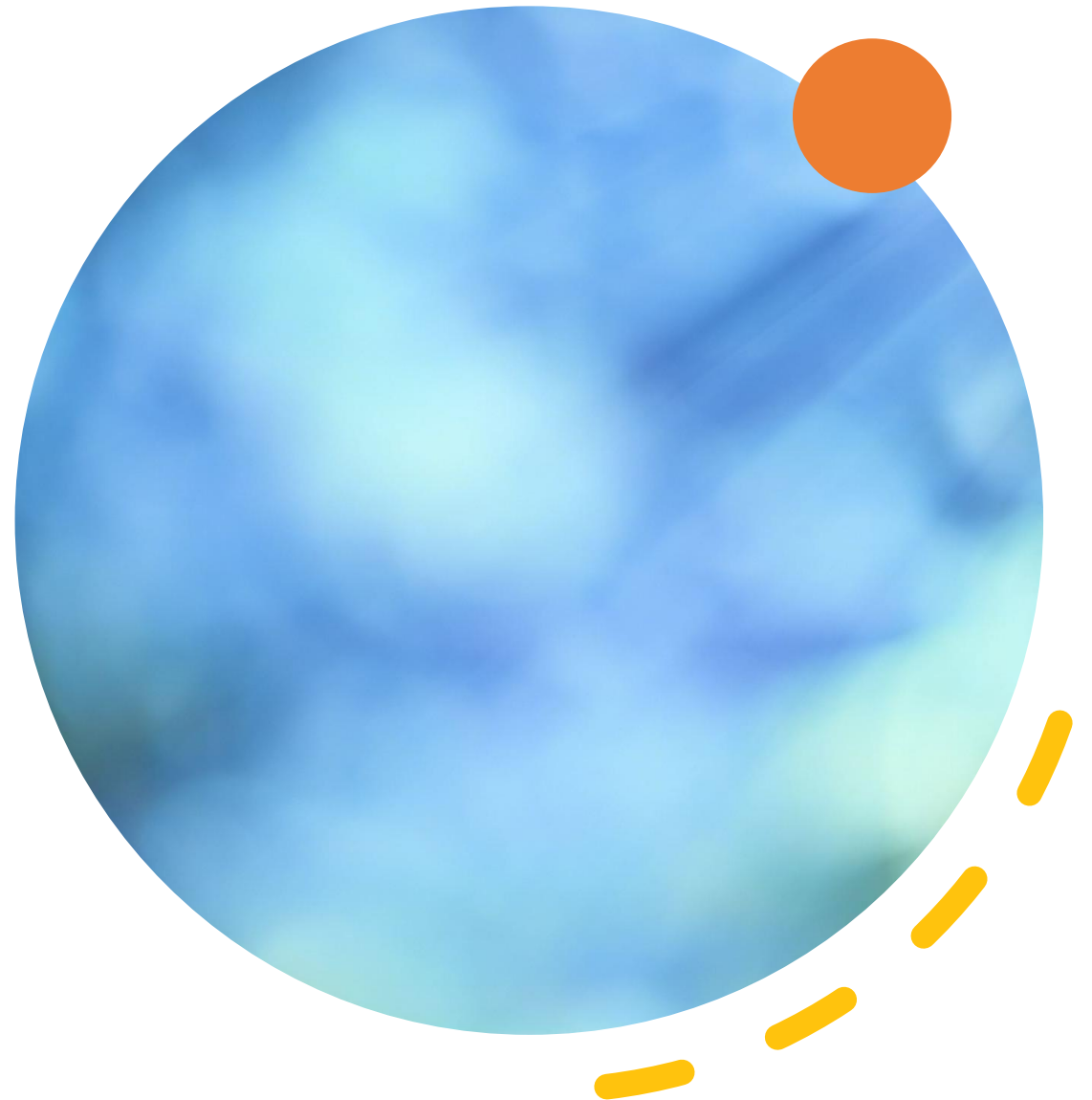
Through absolute necessity, rather than by design, effective school leadership is now **connected, collaborative, creative and responsive**.



Professional Learning for School 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
- 

A glowing yellow rock with the word RESILIENCY written on it in dark, bold, capital letters. The rock is set against a dark, textured background.

RESILIENCY

Is this the
answer?

But schools,
alone, can
only do so
much



Commitment

Equity



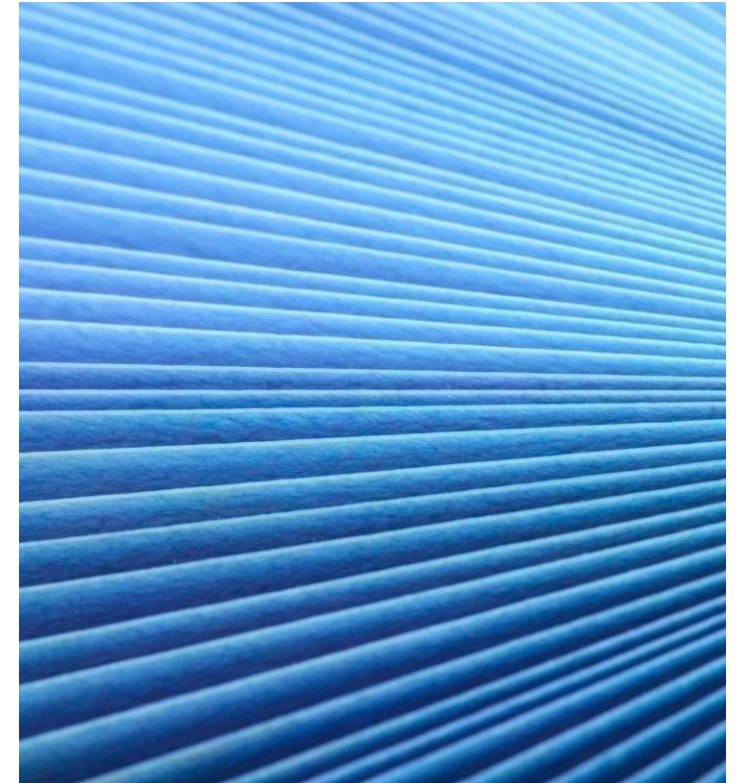
The evidence suggests that a **strong relationship between school leaders and stakeholders** is critically important for securing better outcomes for all students, particularly during periods of remote learning.



The international evidence highlights the **centrality of stakeholder engagement** in maintaining and sustaining positive learning for all students during periods of remote learning.

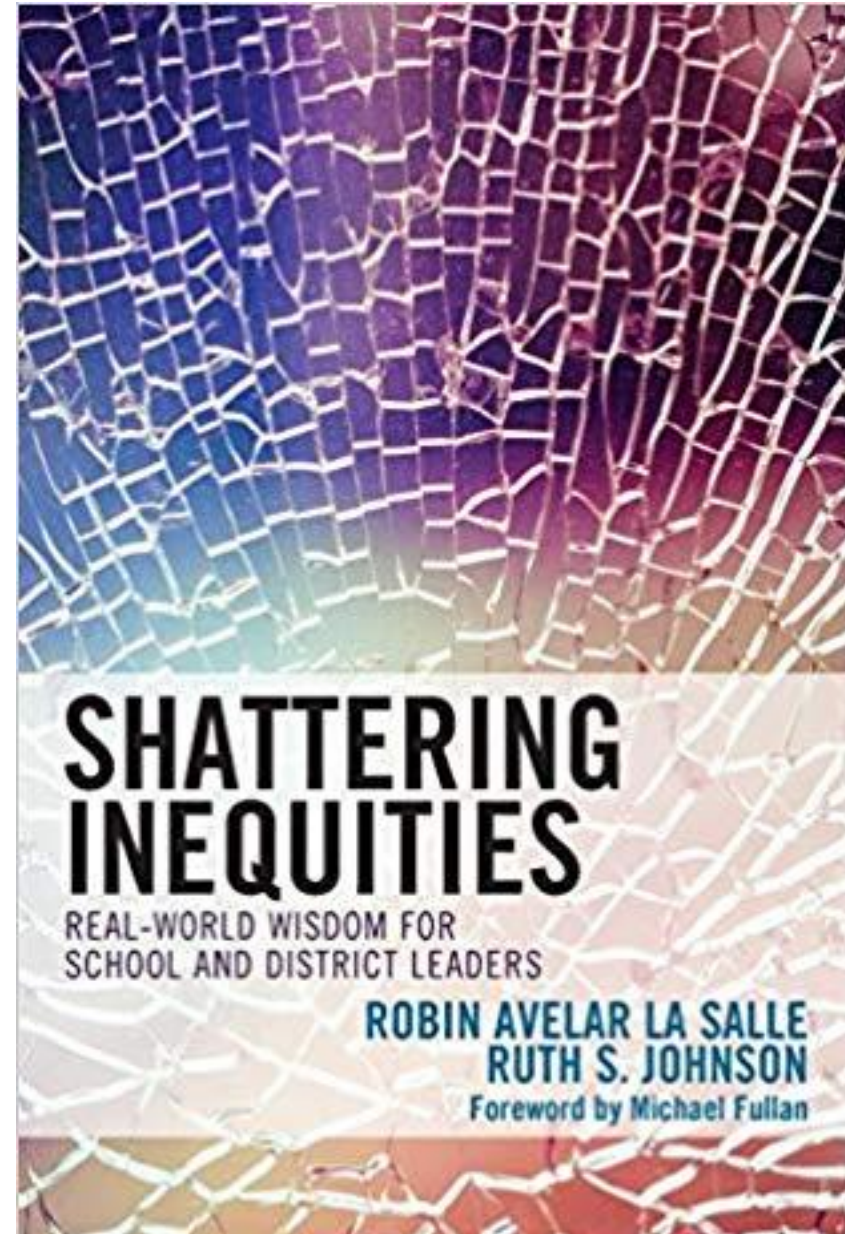


The evidence unequivocally shows that stakeholder engagement in students' learning can have a profound and positive impact on **students' attainment and achievement during periods of remote learning.**



Compassionate
leaders

Notice
Empathise
Support
Act



Leadership for
equity is a
moral purpose

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

- Martin Luther King Jr.

SPLASH MATH





Moral Purpose

- 'School leaders 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).

Thankyou

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