EDUCATION LEADERSHIP IN AN UNCERTAIN ENVIRONMENT: MEETING THE CHALLENGE

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Educational leadership entails collaborating with and guiding teachers to improve educational processes at all levels of education, including elementary, secondary, and senior high school. Those in educational leadership positions, on the other hand, tend to go above and beyond the typical management and administrative responsibilities. They are educated to promote and improve educational systems, as well as to develop and implement policies. Professionals in the field of educational leadership are concerned with the improvement of educational programming. They employ and supervise teachers and other school personnel, create budgets, establish curricular standards, and establish school-wide regulations, among other responsibilities. In addition, they might devote their time to team-building initiatives or restructure the organization to bring about essential change. Many educational leaders are involved in policy creation or reform issues relating to education on a local or national level, depending on their experience (Learn.org., 2021).

In March 2020, the World Health Organization and a national emergency in the Philippines declared the respiratory disease COVID-19 a pandemic. State and local governments enforced numerous human movement controls and physical contacts to prevent the spread of COVID-19 (Dunton, Do, and Wang, 2020). Starting mid-March, 2020, primary and secondary schools, even the tertiary, was closed in all provinces of the Philippines, extending school closures through the end of the 2019–2020 school year. As a result, students were no longer able to access physical activity dependent on the school. In the Philippines, teaching face-to-face has continuing cancellations throughout the year. Our educational systems have been faced with numerous challenges as a result of the
COVID-19 pandemic. However, it provides an opportunity for those in educational leadership positions to reconsider how they deliver education and schooling. Creating environments that support teachers, students, and their families to stay connected and learn during the COVID pandemic, whether at school or home, is critical for school leadership teams. They can create community, cohesion, and equity around schools during times of uncertainty.

Knowing about the COVID-19 incident allows us to examine the short-term impact educational leaders will have. Schools shutting down diminished direct or live learning possibilities and the social connection between students and their friends, peers, and teachers. Most educational leaders at all levels are focused on reconfiguring education continuity utilizing various technologies, for example, TV, radio, mobile phones, paper, and homeschooling. Education professionals have learned to teach and interact with pupils in innovative ways. Planned assessments, especially high-stakes tests, were discontinued to diminish the social distance required in education. There was limited time to learn and investigate and a smaller capacity to work with numerous education stakeholders to respond. Many children worldwide learn and/or interact with their teachers online or through other ways. Inequality grew as disadvantaged children had fewer resources to follow remote learning practices. Even during uncertain times, there are other challenges schools and system leaders must be aware of. COVID-19 magnifies many of the obstacles and issues that already exist in education, like studying the 21st-century curriculum, unequal opportunities, assessments, the use of technology, and teacher professionalism. School and district education administrators might investigate how to incorporate lessons from the COVID-19 epidemic into their reimagining of the education system to meet the needs of the modern era. We may now take a bit more time to envision and remodel the future. The time to show educational leadership has arrived (Pont, 2020).

References:
