NEW NORMAL OF SCHOOL LEADERSHIP

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The educational situation brought by the pandemic calls for effective curriculum implementation, accountability with limited financial assets. Solving this dilemma calls for collective effort to come up with cost-effective solutions. With the new normal setting new standard, it is critical that school leadership becomes connective rather than practiced in educational exhaustion (Jimenez, 2020). A similar situation is not new to the academic, and it just differs in the magnitude and setting. As Gross (2009) stipulated the term, it is to describe the new standard of education in becoming responsive and adaptive to the situation (Francisco & Nuqui, 2020). Thus, it is just a matter of versatility in leadership among school leaders.

New normal leadership focuses on human resources, mentoring, learning healing emotions, being a good facilitator, never top-down, conscious of leadership development. It is also concern with developing a healthy working environment and recognition of potential future opportunities. It promotes respect for others, open-minded when it comes to exchanging different ideas and opinions. Leaders embrace equality, diversity, tolerance, vision, and commitment to vision through talent, technology, and a dynamic interplay between employees. Thus, it takes into prime consideration staying strong with one's dedication and being an effective instructional decision-maker, a good planner, and a vigilant leader.

The school year 2020-2021 has brought another perception of the new normal since the COVID-19 pandemic affected the economy and education globally. A battle at which people are stretched to adjust to a situation where teaching and money are at stake. Hence, new normal education is a shift of learning space from public to personal freedom.
The change of delivery, such as teaching methods from one size fits all to individualized learning. As the virus spread rapidly across the globe, many schools struggled to react both quickly and competently.

Schools are the most important social institution to be afflicted by the pandemic; however, school leaders and administrators have little training and experience in crisis leadership, nor have they dealt with the crisis of this extent and scope. Government support for schools and families is inconclusive. Uncertainty reigned everywhere; by now, its noticeable global pandemic has created a bizarre challenge for school leaders. Although school leaders usually handle more minor problems such as irate parents, disagreements between colleagues have never dealt with a problem as big as the pandemic (McLeod & Dulsky, 2021). New normal leadership is the capability of the school administrators to conform with the present situation. It has emerged due to the extraordinary conditions that happen in the world. These situations are uncommon but significant for the school leaders. These have lead them to become digital savvy especially in reaching their teachers, students, and colleagues, from a traditional way to a digitalized system.

The Department of Education is composed of school heads and teachers who are selfless in committing themselves to provide quality learning. School heads possess genuinely laid out the new normal leadership to advocate quality education in the country. It is to prove that there is new normal leadership. Hence, it encourages them to exhibit the abilities of a good leader, as mentioned above. Likewise, they are challenged to share their experiences with their colleagues, which may help one another obtain some knowledge, inspiration, and motivation to manage their schools becoming the new normal leaders.

References:
