SCHOOL HEADS IN TIMES OF UNCERTAINTIES

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As the COVID19 slammed the door of face to face instruction, schooling is disrupted globally. It has shaken the very fabric of education which gave learning a new definition through a remote and module-based activity. The sudden change in the educational system tested how can an educational leader be functional and responsive in the challenges brought by the pandemic.

Harris and Jones (2020) stated that working in these demanding and chaotic circumstances, school leaders feel the relentless pressure, limited options and the frequent sleepless nights. School leaders have to deal being caught in the unfavourable position of being the pinch point in the system. Every expectation either from above or below asks more of school leaders professionally and personally.

Henebery (2020) pointed out that leaders are the ones which help staff to calm their nerves in times of crisis. Principals must demonstrate, selflessly and solidly, that their communities can depend on them, despite of an overwhelming pressure they face. School leaders must show to teachers, parents and community that they dependable as pressure of the new educational system arises.

Grant (2020) stated that the 3T’s approach – triage, transition and transform – is a useful approach to reflect on during and after a crisis event. Leaders help each other during transition period while moving to the later phase. He added that teachers and school leaders have done their jobs tremendously by rising to the challenges of the pandemic.
To lead effectively through uncertainty, The Australian Institute for Teaching and School Leadership (ASTL) (2020) presented the following actions needed to be taken in a crisis:

Acting with urgency, communicating with transparency, taking responsibility and focusing on solving problems and Engaging in constant updating. A proactive, inclusive and transparent approach that does not delay a response should be taken by a school leader to effectively act during crisis.

The key to being an effective leader is the ability to shift and adjust leadership approaches based on what is needed. What matters is that school heads stay positive at all cost which helps them to be resilient and adaptive to sudden change in the system.

References:


Grant, Mark (2020). The Australian Institute for Teaching and School Leadership (AITSL)

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