SCHOOL LEADERS IN TRAVERSING TO A NEW NORMAL EDUCATION

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School leadership is a complex as well as challenging responsibility and steering modification in the course of indeterminate times carries additional tests and progressively more tough results.

As stated by Master (2018), developing strong, decisive connections with teachers, students along with the people in the community is an attribute of exceedingly valuable school leaders. Nonetheless, amid pandemic, by what means and methods these educational leaders change their leadership set-up?

Leaders who usually capture a shared and cautious process in the direction of decision making have had to adapt their approach very quickly to some of the rapid decisions with minor or no co-teachers conference in order to converse guided change during the COVID-19 pandemic.

In lieu of school leaders’ function in these challenging and disordered situations, the stress is persistent, the selections are inadequate, and the active nights are recurrent. At times of pandemic, at hand are no manuals intended for school leaders available during decision making and attempting to move forward. Thus, vagueness and ambiguity is a challenge for school leaders now.

In this manner, here are some advices for school leaders in traversing to a new normal in the COVID-19 crisis.
First and foremost, regular and honest communication is a must. Everyone must be good with the new arrangement or practice that was implemented. When we say everyone, it means all the schools’ stakeholders including teachers, students, parents and the community. Some decisions were made swiftly and without proper consultation for the reason that it had to be, nevertheless school leaders might seek response and reaction that will make on-going amendments in order to act in response to matters that occurred.

Second, the 3T’s approach (triage, transition and transform) will be a suitable tactic to consider throughout and subsequently in the aftermath of a crisis. This approach is not undeviating, nonetheless; it offers an avenue of rational over and done with a crisis and running arrangement on how to respond in times like this.

And last, health and wellbeing is a major concern. Presently, one of the major disputes for schools is the health and wellbeing of teachers, students and the community. As per Heffernan stated, we should always remember that this crisis is a health crisis. As school leaders, the number one focus would be on maintaining everyone’s safety and security as well as guaranteeing that students and teachers are kept as best they can be to acquire methods to progress frontward effectively and efficiently into a future that is now categorically indeterminate and moving speedily.

Ultimately, in a stage of crisis, we, teachers, depend on our school leaders in order to pacify our anxieties and establish the trail into the future, though that trail entails excessive sacrifice. Notwithstanding the irresistible burdens they handle in their individual roles, school leaders have established, altruistically and firmly showing that stakeholders can depend on them.
References:
