

Educational Leadership & Learning: Covid-19 Pandemic and Beyond

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ABSTRACT: SARS-emergence CoV-2's as a global epidemic has triggered unparalleled disruptions to daily life in contemporary times. As a result of global physical lockdown, a majority of the world's education systems have been disrupted for an unprecedented time period. Many students, teachers, and school administrators are questioning how education and learning will look in a post-COVID-19 world where uncertainty is the "new normal". In numerous studies, school leadership has been found to have a significant impact on student outcomes and well-being. When the previous school model's structures and systems have been entirely diminished, excellent leadership becomes even more crucial.

The pandemic has disrupted schooling in the most widespread and global way ever. While each school system's way to deal with the pestilence has been interesting, a few shared characteristics might be seen. The implementation of public health measures to protect children and instructors, resulting in partial or complete school closures and a shift to online, virtual and remote forms of teaching and learning, where possible. Not only are educational leaders dealing with educational concerns in the wake of the COVID-19 epidemic, but they are also dealing with contradicting information concerning the virus's transmission and prevention strategies. This contributed to the difficulty of the decision-making process they had to go through. This appeal aims to decipher these practices in order to determine how the crisis shaped the leader and what we can learn from it for future leadership adventures. There is no inevitability that educational leadership, in general, will amend much. However, it is credible that it will, and beyond that, there may be an opportunity to be more active and envision more anticipated futures with schools that thrive for a far larger number of children in a much broader range of learning domains.

KEYWORDS: Epidemic, SARS-CoV-2, lockdown, leadership, remote, learning

1. INTRODUCTION

Education has been greatly impacted by COVID-19. There will never be a return to the pre-Covid era because to the modifications made to working procedures, leaders' vision for the future of education, and the relationships between top leaders, employees, parents, and students. This chapter looks at some of the major trends in online education that emerged both before and after the epidemic. Schools, districts, and counties have all had to deal to COVID-19-related challenges that are constantly changing. All towns have faced a continual stream of difficulties as a result of the COVID-19 pandemic, beginning with the first statewide stay-at-home order in March 2020. New research is starting to provide a picture of how the epidemic has affected kids, families, and teachers.

Coronavirus Disease 2019 and Its Side Effects in Educational Leadership

Over the past year, the coronavirus disease 2019 (COVID-19) pandemic has significantly impacted our day-to-day activities. The globe has implemented strong regulations to control the spread of this disease. Numerous parts of human life have been impacted by this reality, including schools, which are being asked to redesign their instructional roles and procedures.

Educational leadership, as is widely known, is a dependent mechanism that must adjust to social, economic, and cultural circumstances. In this case, the manager must work remotely while being prompt, precise, targeted, and effective. However, as expected, he or she is met with a number of novel problems that require immediate and distant attention. One of the main issues that the principal is required to deal with during the pandemic is the absence of interpersonal ties, in their regular form, face-to-face contact between instructors, students, parents, school management, and the larger school community.

Additionally, the principal must consider and address the emotions of both teachers and students. The most current research conducted in Cyprus indicates that worry and bewilderment, which are brought on by the ambiguity of the lockdown, are the next most common emotions after terror. Feelings of exclusion among certain pupils have been made worse by pandemics.

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As a result of dealing with ministry of education circulars, health procedures, and regulations, the principal's role has also grown overly bureaucratic. Unfortunately, the principal must deal with all of this without any additional guidance from educational stakeholders.

Recent reports suggest that principals should receive training on issues relating to the usage of distance learning technologies as well as crisis management issues like the COVID 19 pandemic. During the lockdown, we obviously could not overlook the essential principles of educational leadership: the leader's clear vision and the need for professional development.

Emotional Intelligence and Emotional Leadership

The effort made by the school to provide inclusive education may be strengthened even more if the principal used emotional intelligence as a crucial lever. According to Bar-On, social and emotional skills, adaptive capacities, and personality qualities all contribute to emotional intelligence. Since it includes self-awareness, self-control, social awareness, and relationship management, emotional intelligence is essential to being an effective leader.

The culture of the entire school community can be positively impacted by a principal who possesses emotional intelligence. A school principal can more effectively accomplish pedagogical goals when they motivate both instructors and pupils by enlisting their emotional intelligence.

Due to the lockdown, there is no direct interpersonal engagement during this pandemic, thus the principal's emotional intelligence mobilization has disappeared from the school administration. Technology now permeates even human connection. Unfortunately, it's possible that school administration, teachers, and students lack the necessary technical expertise to handle the distant learning that the pandemic has brought about.

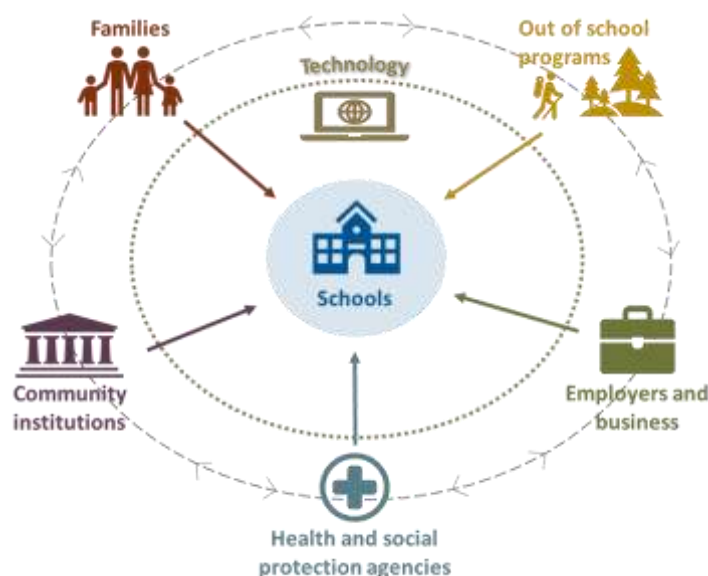


Fig.1 Elementary and Secondary Education.

Although this concept is idealistic, it is not in any way impractical. The idea of placing schools at the core of a local ecosystem of learning and support has finally come of age. Some of the growing practices during COVID-19, such as enabling parents to support their children's education, should also be continued after the pandemic has passed.

In this chapter, we draw on the most recent research on the devastating effects of the pandemic on children's education as well as new strategies that hold promise for bolstering children's education post-pandemic; a series of conversations between March and August 2020 with former heads of state and education leaders from around the world on the major challenges facing education in the pandemic response and recovery; and our ongoing research on utilizing innovation in education.

Our main inquiry has been, "Is it conceivable to picture education realistically emerging from the novel coronavirus pandemic stronger than it was before?" We outline four significant themes that have emerged as a result of COVID-19's effects on education globally in order to pique conversation around this issue, and we offer five recommendations for how to restructure education institutions in the wake of the pandemic. Four emerging global trends in education from covid-19:

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1. Education disparity is increasing at an unprecedented rate, particularly in areas where it was already significant before the pandemic.

A global consensus existed that too many nations' educational institutions were not providing the high-quality education required to guarantee that everyone has the skills essential to prosper even before COVID-19 expelled up to 1.5 billion pupils from school in the early months of 2020. With pre-pandemic analysis estimating that 90% of children in low-income countries, 50% of children in middle-income countries, and 30% of children in high-income countries fail to master the fundamental secondary-level skills needed to thrive in the workplace and in life, the poorest children around the world bear the brunt of this burden.

Children in the most underdeveloped nations have fallen behind the most. Although developing nations had largely succeeded in enrolling nearly all children in elementary school, as economist Lant Pritchett noted in his 2013 book "The rebirth of education," too many students were failing to acquire even the fundamental literacy and numeracy skills required to continue learning. The "2018 World Development Report" by the World Bank referred to it as a "learning crisis," and the international community organized to advocate for increased investment for educational systems around the world. The Learning Generation: Investing in Education for a Transforming World, a 2016 report by the Education Commission, highlighted how technology was changing the nature of employment and how widening skill disparities will impede economic growth in low- and middle-income countries.

However, for a small number of young people in affluent areas around the world, education has never been greater than it was during the pandemic. A tutor that their parents hired comes to teach them in their homes alongside a few of their favorite buddies. Through the use of social media, some parents have created learning pods that only teach a small number of children at once while adhering to predetermined lesson plans and activities. The pods, according to these parents, promote social contact, enhance learning, and lessen the stress of child care during the pandemic. However, because they can cost up to \$100 per hour, they frequently exclude lower income families.

Families making every effort to support their children's education is nothing new; one only needs to consider the \$100 billion worldwide tutoring market's explosive growth over the past ten years. Even if the educational opportunities for these particular kids may be beneficial in and of themselves, they are a worrying example of a global trend: the huge acceleration of educational disparity. Less than 25% of low-income nations offered any kind of remote learning by mid-April 2020, and those that did tended to rely heavily on TV and radio; in contrast, close to 90% of high-income nations offered remote learning options. Within-country variations are astounding in addition to cross-country variations in access to remote learning possibilities. For instance, the U.S. Census Bureau reports that during the COVID-19 school closures, 1 in 10 of the world's poorest students had little to no access to technology for learning.

Additionally, according to UNICEF estimates, 463 million children—at least one-third of all children in the globe, the bulk of whom live in poor nations—had no access to remote learning through radio, television, or online content. This, however, ignores the innovative ways that many teachers and education leaders are utilizing text messages, phone calls, and offline e-learning in rural and under-resourced regions. In fact, these cutting-edge methods imply that the COVID-19 school closures are paving the way for educational leapfrogging, which will be covered in the section that follows.

2. An opportunity exists to develop new approaches that, if sustained, can assist young people receive an education that will prepare them for our rapidly changing world. Innovation has suddenly moved from the periphery to the center of many educational institutions.

New measures are needed in light of the remarkable acceleration of educational inequality. We have argued in our ongoing work on education innovation that there are some innovative ideas or techniques that, if scaled up, have the potential to significantly accelerate development.

At the halfway point of the twenty-first century, we argued that the objective should be for all children to become lifelong learners and develop the full range of skills and competencies—from literacy to problem-solving to collaboration—that they will need to access a changing labor market and be useful members of society. We defined educational innovation as a concept or a piece of technology that is novel, both globally and within the context of the present.

And we suggested that the technologies with the potential to help leapfrog education were those that could help provide a wider selection of options for providing learning namely: 1) Incorporating cutting-edge pedagogical techniques with direct instruction can assist students in remembering, understanding, and creating new things.; 2) Along with conventional measures and paths, novel methods of recognizing learning; 3) Placing a variety of people and locations next to trained teachers to support classroom learning; and 4) intelligent application of data and technology that allowed for real-time adaptation and did not merely replace analog methods. When we looked at nearly 3,000 educational innovations from more than 160 nations, we discovered that while many of them did not have the potential to accelerate progress along our four dimensions, some of them did. Additionally, we discovered that a lot of the innovative ideas that showed promise were not at the core of learning processes but rather on the outside of educational institutions. We argued that the diverse actors involved in providing education to young people would need to devote more time to documenting, learning from, evaluating, and scaling those innovative approaches that held the greatest potential for leapfrogging in order to quickly accelerate progress and close equity gaps in education.

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Today's situation is quite different from yesterday's. Almost every educational institution on the planet has been pushed to embrace innovation in education as a result of the COVID-19 epidemic. According to Fernando Reimers and Andreas Schleicher, who conducted a recent survey of educators and administrators in 59 countries, "the crisis has highlighted the huge potential for innovation that is dormant in many education systems."

How to transform education systems so that they will find, support, and sustain innovations that address inequality and give all young people the skills to build a better future for themselves and their communities is the question that needs to be addressed, not how to scale innovations from the margin to the center of education systems. By doing this, we ultimately hope that a new, more equitable educational system may emerge from the crisis, in addition to helping those who have fallen behind catch up. Fortunately, as we will explore below, communities all around the world are beginning to value the role that schools play in supporting not only student learning but also the livelihoods of teachers, parents, and others.

3. Increasing public support: There is a growing awareness of the importance of schools in society and a chance to take use of this support to strengthen them. The month of March 2020 will be remembered as the day that all schools in the globe shut their doors. Parents and families throughout the world who had relied on schools as an anchor around which they arranged their daily schedules confronted the shock of life without school while instructors and school officials around the world battled to pivot to some sort of remote learning with little advance notice. It was shortly followed by a flood of gratitude for instructors on social media from parents who had to choose between raising their kids and finding work. Gabriel Zinny of the Buenos Aires government emphasizes this attitude of gratitude, saying: "Societies are acknowledging that schools and teachers are heroes... Because schools are the setting where we learn to live in a community as well as where we advance in our education and achieve our goals. Families in Buenos Aires recently gathered on their balconies to congratulate teachers as well as doctors and nurses.

You can find this widespread acceptance and support for the crucial part that education plays in daily life on the pages of newspapers all across the world. It can be found in newly formed advocacy organizations calling for communities and nations to prioritize education. The newly established Save Our Future campaign, which unites a large coalition of players in the international development sphere to advocate for sustained education funding, especially among international aid donors, for low- and middle-income countries, is another example of the global education community mobilizing from UNESCO's broad consortium.

In the end, the majority of parents and families around the world today share the long-standing worries of the most vulnerable families: they are in urgent need of a safe and decent enough school to take their children to. This is the first time since the introduction of universal education. This fact has taken the topic of education into the living rooms of middle class and affluent parents around the world since it is so well known to the families of the 258 million out-of-school children. And they are creating, at least temporarily, a point of agreement among many of the 1.9 billion parents of school-age children worldwide. As a result, we will discuss an emerging trend in which new stakeholders are supporting education.

4. New education allies: The pandemic has inspired previously unseen community members—from parents to social welfare organizations—to promote kids' education in unprecedented ways.

The pandemic has energized areas of communities that have not historically taken an active role in a child's education, in addition to raising awareness of the critical role that public schools play in society. As schools closed, teachers and parents began collaborating in previously unheard-of ways, schools built new connections with community health and social welfare organizations, media companies collaborated with education leaders, technology companies teamed up with nonprofits and governments, and neighborhood businesses and nonprofits made fresh contributions to fostering children's learning.

Education experts are not new to the notion that a system of learning opportunities both inside and outside of the classroom supports children's education. The community schools movement sees schools as the center of children's learning and development, with substantial collaborations between the social welfare and health sectors. Schools are hubs for community involvement, services, and problem-solving and are open all day. The majority of a child's waking hours from birth to age 18 are spent outside of school, according to proponents of "life-wide" learning techniques, who also claim that outside of school, there are several excellent learning opportunities.

In our own research on educational leapfrogging, we contend that increasing the diversity of teachers and learning environments for kids can foster the use of cutting-edge pedagogical strategies that both supplement and enhance classroom-based instruction. Local learning ecosystems are a more recent concept that describes learning opportunities offered through a web of collaboration between schools, community organizations, businesses, and government agencies. These opportunities frequently combine direct instruction with cutting-edge pedagogies that allow for experimentation.

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There is proof, starting in the United Kingdom, that youth participating in a variety of extracurricular activities outside of school—from traditional extracurricular activities like music lessons to nonformal education programming—can be very beneficial in enhancing the skills and academic competencies of marginalized children—especially in Nicaragua. However, there were few empirical examples of local learning ecosystems up until recently. Emerging examples can be seen in areas like Western Pennsylvania, where multiple U.S. school districts have launched the multiyear Remake Learning effort to provide chances for lifelong learning to families and children, as well as Catalonia, Spain, which has the Educacio360 initiative. One of the potential benefits of the COVID-19 epidemic may be the opportunity to put the fresh ideas and perspectives throughout schools and communities to use.

Five proposed actions to guide the transformation of education systems

We present five suggested measures for decisionmakers to take to seize this opportunity to restructure education systems to better serve all children and youth, especially the most disadvantaged, in light of these four developing trends and expanding on prior research. We contend that public schools must be at the core of any educational system that aims to reduce rising inequality disparities because of their obligation to all pupils. We emphasize innovative uses of technology, particularly through communication with parents via mobile phones, as examples of techniques that have evolved within the epidemic and that, if continued, could enhance and deepen children's education in public schools.

We understand that the examples we've mentioned are still in their infancy and that as time goes on, there will be more to discover about how they operate and new instances to take into account. We therefore suggest guidelines for determining which novel strategies might be kept in use. We contend that innovations that reinforce and support the teaching and learning process' interactions will have a better chance of supporting a powered-up school in the long run. We also contend that the urgency of the situation necessitates an adaptable and iterative approach to discovering what functions in real time; as a result, any effort to build evidence and change course in real time should be accompanied by improvement science concepts.

1. Utilize public schools: Given their crucial role in promoting opportunity equality across societal dimensions, place public schools at the forefront of educational systems.

The improvement of social cohesiveness and the reduction of inequality are major goals of public education. Public schools in many nations can bring people from different backgrounds and needs together because they are required to serve all children and youth regardless of background. This has the social benefit of enabling people to grow up with a shared set of values and knowledge that can strengthen communities.

The private sector has a crucial role to play in education, from encouraging governments to fund high-quality public schools because they support economies and social stability to assisting independent schools in testing cutting-edge pedagogical ideas. Low-cost private schools have grown recently in many low-income nations, helping to solve the difficulty that governments have long experienced in extending access to education due to limited resources and/or capacity. Many families in developing nations, including those in Chile, India, Nigeria, and Kenya, choose to enroll their kids in these affordable, frequently for-profit private schools. In some areas, achieving universal access to primary education has been aided by the growth of private schools in low-income nations.

Private schools raise a number of issues, both in terms of their efficacy and their effects on inequality. For instance, the so-called "private school advantage," which refers to the potential for greater education provided by private schools, has long been the subject of discussion. Public schools perform better than both privately funded by the government and independent schools in the majority of countries, according to a recent analysis of over 40 countries that took part in the OECD's 2012 Programme for International Student Assessment (PISA), despite the fact that it can be challenging to isolate the effects of private schools.

Additionally, in many nations, the growth of private schools has not been followed by laws that would control the procedures for choosing students or setting tuition (which also directly affect selection). Growing student segregation by socioeconomic background and other factors is a worrying unintended result of the unchecked spread of private schooling. Private schools choose its pupils based on a variety of criteria, such as academic prowess, adherence to a certain religion, and social status. As a result, private schools tend to be less diverse than public schools.

Additionally, admission to a private school may not wholly be based on merit. The business sector has stepped in to offer services to aid students in being admitted into prestigious educational institutions in middle- and high-income countries. Due to the high expense of these services, they favor wealthier families who can pay for the assistance to enroll their children in the "proper" schools, further eliminating low-income families. In the U.S., for example, data from the National Center for Education Statistics show that public schools are much more diverse than private schools: At 2017, 67 percent of students in private schools and barely 48 percent of those in public schools identified as white.

Segregation can have a detrimental effect on children's intellectual and social performance, according to a growing body of research. For instance, since the implementation of a school choice program in Chile in 1981, there has been a continuous exodus from public schools, and more than half of the country's pupils are now enrolled in private institutions. Not only did national average test scores stagnate, but unfettered school choice also led to student segregation into private and public schools based on parental education

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and income. After the Preferential School Subsidy Law, a change to the per-student subsidy (or voucher), was introduced in 2008, achievement inequalities between wealthy and underprivileged pupils started to narrow.

The reform required schools that took the higher value vouchers to participate in a new accountability system and introduced greater value per-student subsidies to schools serving low-income pupils. The performance of students from low-income homes quickly improved, which raised test scores nationally on average and decreased the achievement gaps based on family income.

The question of whether education should be viewed as a public benefit or a consumer good is a hot topic in many nations. Education is viewed as a private consumable by supporters of extending private school choice. Schools are about more than just preparing students for the workforce, according to proponents of the idea that education is a public good. They claim that schools play a crucial role in promoting numerous public benefits, such as public health, and in preparing students to take part in democratic societies.

We continue to make the case that schools are essential in helping people develop the skills necessary to compete in a labor market that is changing quickly, as well as in ensuring that people from different backgrounds have equal access to opportunities. Additionally, schools provide for a range of socioeconomic requirements that benefit localities, regions, and even entire countries. And while a small number of private schools can and do fill these many responsibilities, public education serves as the primary means of doing so on a large scale. Therefore, we contend that any effort to "build back better" or, in the words of UNICEF's chief of education Robert Jenkins, "build back equal" following the COVID-19 pandemic must be centered on public schools.

2 The instructional core is the center of the teaching and learning process; place a strong emphasis on it.

Finding out which solutions, out of the numerous that communities are using to power up a school during the pandemic, should be continued will be crucial for developing powered-up schools. We contend that decision-makers should base their choices on solid evidence of what increases student learning, how school reform occurs, and should ultimately place a strong emphasis on the core of teaching and learning, often known as the instructional or pedagogical core. Indeed, given the compelling evidence that teachers are the most significant school-side component in students' learning, how educators interact with students and instructional resources, including education technology, is vital for learning.

While there have been numerous modifications and names connected with the instructional core, at its center is the concept that it is the interactions among educators, learners, and educational materials that count most in promoting student learning. For instance, improved curriculum or new online tools that are of a higher caliber will not by itself enhance student learning. Students' learning can only be improved when educators use them to enhance their instruction. Given that parents play a significant role in their children's lives and that they have developed new strategies to promote their children's learning in the wake of the epidemic, the authors expand on this model of the instructional core to incorporate parents. (see Figure 2).

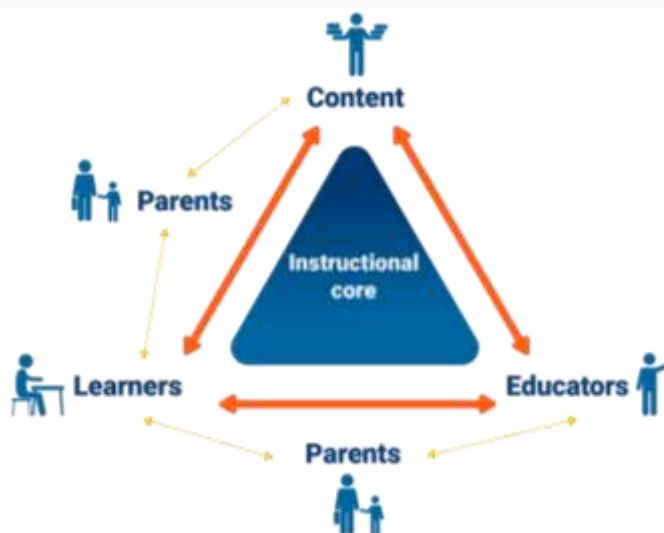


Fig. 2 The instructional core

We can determine what new approaches or innovations might serve as community-based supports for children's learning by using the instructional core as a guide. In fact, even after only a few months of global experimentation on how to keep learning going in the face of a pandemic, there are some obvious strategies that, if continued, have the potential to contribute to a powered-up school, and many of them involve involving students, teachers, and parents in novel ways using some form of technology.

Grounding decisions on existing evidence is necessary, but not sufficient. Asking people—students, families, teachers, and school administrators—about their experiences and the innovative educational techniques they hope will endure beyond the pandemic will be crucial.

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Communities should ultimately have an opinion on what these methods should be. One of the key concepts of designing for scale and a crucial element of creating a powered-up school is to base decisions on the lived experience of the people at the center of education, particularly students and instructors. Former president of Liberia and recipient of the Nobel Peace Prize Ellen Johnson Sirleaf responded, "Listen to your people; they may not be educated but they are informed," when asked for her one piece of advice for leaders of state today.

3. Utilize educational technology: Use educational technology to long-term power up schools in a way that satisfies the demands of students and educators in terms of teaching and learning; otherwise, technology runs the risk of becoming an expensive diversion. In schools all across the world, utilizing technology to support educational continuity is a hot topic. All available technology is being used by nations, including radios, televisions, computers, and mobile phones. Technology-based educational content access is difficult for many families. In Senegal, for instance, a nationally representative study that was carried out roughly three weeks following the end of the school year discovered that students were much more likely to continue their education through homework given to them by their parents than through any kind of technology. Less than 11% of survey participants reported that students used radio, television, or online media to get educational content.

Given how frequently technology has been used in education to support learning, this is not entirely surprising. Although it was anticipated that ed tech would fundamentally alter teaching and learning, the impact of ed-tech interventions on student learning has often fallen short of expectations. But, as put forth in "Realizing the promise: How can education technology improve learning for all?," this is most likely because most ed-tech interventions have paid limited attention to the instructional core. Thoughtful research on the relative benefits of technology compared to traditional instruction, however, reveals that ed tech can enhance learning by supporting the critical interactions in the instructional core: (1) scaling up quality instruction (by, for example, prerecorded lessons of high-quality teaching); (2) facilitating differentiated instruction (through, for example, computer-adaptive learning or live one-on-one tutoring); (3) expanding opportunities for student practice; and (4) increasing student engagement (through, for example, videos and games).

While we anticipate COVID-19-equipped schools utilizing technology in these four ways to enhance learning, we also stress the necessity of providing support for teachers as they adopt technology's comparative advantages. Innovation efforts won't be long-lasting without including and assisting educators. Indeed, during the global school closures, we have witnessed the valiant efforts of teachers, many of whom work in underprivileged areas with few ed-tech resources, but have nevertheless innovated to keep kids engaged in learning.

Making ed-tech rollouts successful also requires paying attention to educators as technology is implemented for teaching and responding to their concerns with real-time iteration. The education ministry of Peru launched the ambitious *Aprendo en Casa* national-scale remote-learning initiative in response to the school closures, utilizing a variety of media including television, radio, and online resources. Lessons that matched the curriculum were videotaped, and the ministry used actors to act as content facilitators to make the material interesting. The government asked school administrators, teachers, and parents for comments after the initial implementation, and as a result, each lesson now has a teacher and a student. Additionally, teachers' reporting obligations, which at first were rather onerous and overburdened instructors who were already understaffed, were changed to a more manageable, streamlined method. Feedback from users was solicited regularly, not only on usage (which was reported to be as high as 74 percent among students), but also on quality (59 percent of parents reported being satisfied with the program). Additionally, more than 90% of teachers claimed to have regular contact with students and principals. Interestingly, a recent study reveals that strong remote working conditions, such as communication, training, collaboration, fair expectations, and acknowledgement of their efforts, were associated with greater levels of teachers' perception of success in school systems.

These are only a handful of the experiments in educational technology that are being conducted during the pandemic. A selection of online learning tools for schools has been compiled by the OECD and HundrED for those who depend on reliable internet and connectivity. Others help those populations with less resources learn by using basic cellphones or offline technology. Since school systems differ widely in many respects, it is ultimately evident that no single "ed-tech" program will produce the same outcomes everywhere. One thing is certain, though, following COVID-19: School systems that are most equipped to utilize educational technology efficiently will be better positioned to continue providing high-quality instruction in the event that schools must close. Long-term development of powered-up schools will depend on understanding the tactics that arose as a result of the closures and that forced school administrators, teachers, parents, and students to use technology in novel and fruitful ways. Next, we'll discuss how technology has enabled parents to be engaged in a brand-new way, frequently through low-tech messages and phone conversations.

4. Build better, more reliable ties between parents and teachers through parent engagement.

For educational administrators and teachers, whose days are packed with various decisions about how to educate children, such as bell schedules, safety, and lesson plans, parent engagement is rarely at the top of the "to do" list. Three-quarters of respondents claimed that the reopening plans were established cooperatively with teachers in a recent OECD-Harvard survey of educators and education administrators in 59 countries, but only 25% said that the collaboration included parents.

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Given that the subject of parent engagement held a relatively minor position in the discussions around education before to the COVID-19 outbreak, the limited engagement with parents and families shouldn't come as a surprise. The strategies for community outreach and collaboration are frequently absent from teacher preparation programs and are given little attention in professional development courses for administrators, according to practitioners who work with schools and families to foster strong parent-teacher relationships. Additionally, school-based issues like curriculum development or assessment practices are considerably more likely to be the subject of a researcher's study. The term "teachers" was used nearly four times as frequently in a recent search of the Education Resources Information Center database, which contains items from over 20 years ago.

However, the coronavirus pandemic has brought the issue of parent and family involvement to the forefront of current educational discussions, and education leaders around the world are discovering just what potent allies parents can be in their children's learning, including parents from the most marginalized communities. From Asia to Africa to North America, examples of creative methods for interacting with parents and families are developing that have the potential to long-term assist children's learning in and outside of the classroom.

For example, creative mechanisms for real-time guidance to parents on their children's education are popping up around the globe using the low-tech but, in many places, ubiquitous ability to make a phone call. In Argentina, the government of the State of Buenos Aires developed a call-in center staffed by the Ministry of Education to provide real-time information and guidance to any parent with concerns or information requests about their children's education during the pandemic.

Over 100,000 calls were received in the first five months. In certain locations, civil society organizations are working together to offer parents this kind of live, real-time support. To offer parents and families with advice and resources to support their children's learning, the Pittsburgh Learning Collaborative, a partnership of more than 50 local organizations serving families and children, has established a family hotline in the United States. One thousand calls were placed to the hotline in its first month.

In India, parents have also used mobile phones to directly support their kids' academic progress.

The government is implementing a multifaceted strategy for distant learning in Himachal Pradesh, a state with a population of over 7 million, that involves parents in a novel way.

In April, the government introduced the Har Ghar Pathshala project in response to school closings brought on by the pandemic. To communicate with every parents in the state via WhatsApp, the program first produced tens of thousands of videos and digital worksheets before deploying 48,000 teachers.

The objective was to let parents have a clear knowledge of the resources their kids should be using, including taking a weekly WhatsApp quiz that would be sent to their phones. The primary means of accessing internet learning is a family phone, which is not likely to be owned by students themselves. As a result, parents and kids in the home share the materials. Over 92 percent of parents participated in "ePTMs," or electronic parent-teacher conferences, with teachers. As a result, 70 to 80 percent of state kids interacted with the digital resources, and 50 percent of children are taking the WhatsApp tests.

Not just the government is beginning to understand the potential of involving parents and families in the teaching and learning process. During the time when schools were closed, civil society organizations like Pratham changed their strategy to interact directly with parents and families about their children's learning using a combination of daily WhatsApp or text messaging and weekly phone calls. Despite being physically farther apart, Samyukta Subramanian, a Pratham team lead and former CUE Echidna Global Scholar, claims that they have become closer. The text messages offer educational activities to keep kids interested in their studies and can include entertaining and interactive games like asking kids to text back their calculations for how many buckets of water their family uses each day or how many teeth their parents have. In order to check on the progress of the activities, Pratham staff members call each family once a week. By June, they had sent over 100,000 text messages to parents in more than 12,000 rural villages. Rukmini Banerji, CEO of the Pratham Education Foundation, says she hopes "there is a celebration for parents when children return to school to recognize all that they have done to continue their children's learning and to give parents the confidence to stay engaged." She also notes that they hope to continue this approach to involving parents once schools reopen.

The Botswana Ministry of Basic Education has also discovered the value of leveraging mobile phone technology to work with parents and advance kids' learning. The Ministry had been collaborating closely with a group of partners prior to the school closings to expand a strategy for teaching numeracy that utilized interactive teaching techniques catered to students' learning abilities rather than their grade. The Real-Time Scaling Lab team at Brookings will assist in directing and documenting the scaling process, while the Young 1ove nonprofit organization from Botswana will work with the government and university partners to implement and evaluate the strategy. Young 1ove collaborated with the government during the closures to quickly shift its focus from working with teachers to offer numeracy classes to working with parents. 60 percent of the parents they encouraged to participate in remote learning during school closures after they reached out to over 7,000 parents. The most effective strategy they evaluated involved sending parents a weekly arithmetic problem via text message and following it up with a weekly phone call lasting 15-20 minutes. In order to ask the child if they had seen the arithmetic issue and then discuss it, Young 1ove facilitators would ask parents to retrieve their child and put the phone on speaker during the phone call. A rapid and rigorous evaluation of the intervention, which included a control group, showed startling results. The decline in innumeracy levels was 52% for the kids whose parents got text messages

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and phone calls from Young Love. Parents in Botswana clearly demonstrated how effective their participation can be for children's education when they were welcomed in as partners to their children's learning.

While likely surprising to many, these examples of the capability of low-income or marginalized parents and families to be powerful allies in support of their children's learning aligns with existing evidence on effective parent engagement and will come as no surprise to the select group of practitioners, researchers, and advocates working on this issue around the globe. For instance, decades of study in the United States have demonstrated that parents, particularly those of low-income students, have a favorable impact on students' academic attainment, mostly by providing them with the tools they need to assist their children's learning at home. Detailed analyses from Ghana and the UK also support this.

A tremendous support for children's learning can happen when a respectful relationship between parents, teachers, families, and schools is at the heart of engagement activities. Schools invite families to be partners in their children's education by providing clear information transmitted through mechanisms that adjust to parents' schedules and that give parents an active yet realistic role. This theme runs throughout the examples given above. What is so crucial for enlisting parents is the nature of the invitation and the relationship.

Getting this relationship right is not a simple process, and parental involvement in their children's education has numerous facets that can also reflect tension and power dynamics present in larger societal contexts. The variety of expectations, many of which are at odds with one another, can be challenging for schools and teachers to negotiate. Sometimes including parents in a child's learning may not produce the desired results. For instance, a randomized control trial using longitudinal data in Ghana's preschools found that schools that received a yearlong teacher training and coaching program aimed at improving the student-centeredness of classrooms saw a noticeable improvement in student outcomes that was sustained over several years. The program included play-based learning strategies and modified the core curriculum by enhancing teacher-student interactions. However, this improvement was only noticeable when the students' busy working-class parents were not made aware of the change in the teaching methodology. The reverse occurred in the schools when the teacher training was combined with parent-focused discussion sessions regarding the significance of the training and the new teaching strategies. Any advantages of the teacher training were negated by the parent education sessions, and the results for the kids were poorer than for the control group. In the end, the parents who attended the information sessions had a calming influence on the teachers, which caused them to stop employing many of the methods they had learnt throughout the training. The researchers hypothesized that the information sessions, which were few and passive, did not increase support for the new pedagogical method but rather sparked parental worry that the curriculum was becoming less rigorous. This occurrence does not only occur in Ghana. In conversations with teachers and education officials in 50 different nations as part of our own Brookings research effort on parents and education, we have discovered examples of this parental cooling impact.

In the end, the COVID-19 epidemic presents a chance to build better, more reliable bonds between parents and teachers. Parents and families have the chance to learn more about the skill involved in teaching, and teachers and schools have the chance to recognize the value of parents as allies. According to multiple comprehensive studies, parents worldwide do not want to be their children's teachers, but they do want to be involved in education in a new, more active way in the future. Challenge the belief among some in the education field that parents and families with the fewest resources are unable or unwilling to assist their children's learning is arguably the most crucial understanding for promoting a powered-up school.

5. An iterative approach: Adopt the improvement science tenets necessary to assess, correct course, record, and scale novel techniques that can gradually energize schools.

As we've seen above, there are a few innovative new ideas that show promise for enabling a larger learning ecosystem to assist children's education. To completely grasp how to use technology or convert parent engagement to actualize a powered-up school for each community, however, most nations around the world still have a long way to go. It will be crucial to use an iterative strategy to discover what functions, for whom, and under what enabling circumstances due to the speed and depth of change. In other words, now is the time to use the improvement science ideas. Real-time recording, reflection, fast feedback loops, and course correction will need to be added to conventional research methods. Along with the longer-term comprehensive reviews, quick exchange of early observations and testing of prospective change proposals will be required. One viable paradigm for doing this is provided by CUE's own work on system transformation and scaling change in education. Teams of practice-focused researchers are aiming to scale and sustain revolutionary change in educational institutions through our Real-Time Scaling Labs. These teams work in rapid, iterative cycles to learn, record, and share emerging insights while ensuring that peers from other educational system components are included and that failures—one of the most important insights—are documented alongside wins.

The idea that scaling is an iterative process requiring continual adaptation based on fresh data and changes in the larger environment is a fundamental tenet of the Real-time Scaling Labs. In fact, the COVID-19 pandemic's disruption has made this truth more prominent. There are two categories of adaptation that have arisen in the Real-time Scaling Labs: (1) adaptations and simplifications to the model being scaled itself and (2) changes and modifications to the scaling strategy and methodology. While both are essential to growing, adjusting the scaling approach is particularly difficult and calls for timely data, a complete grasp of the context, and space for contemplation in addition to the willingness and ability to act on this learning and make changes as necessary.

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Coronavirus Disease 2019 and Its Side Effects in Educational Leadership

Over the past year, the coronavirus disease 2019 (COVID-19) pandemic has significantly impacted our day-to-day activities. The globe has implemented strong regulations to control the spread of this disease. Numerous parts of human life have been impacted by this reality, including schools, which are being asked to redesign their instructional roles and procedures.

Educational leadership, as is widely known, is a dependent mechanism that must adjust to social, economic, and cultural circumstances. In this case, the manager must work remotely while being prompt, precise, targeted, and effective. However, as expected, he or she is met with a number of novel problems that require immediate and distant attention. One of the major issues that the principal is required to deal with during the pandemic, according to, is the absence of interpersonal ties, in their regular form, face-to-face contact between instructors, students, parents, school management, and the larger school community. The principal must also take into account and deal with the emotions of both instructors and students. The most current research conducted in Cyprus indicates that dread is the most common feeling, followed by bewilderment and anxiety brought on by the ambiguity of the lockdown. Additionally, according to some students, pandemics have made them feel more marginalized.

As a result of dealing with ministry of education circulars, health procedures, and regulations, the principal's role has also grown overly bureaucratic. Unfortunately, the principal must deal with all of this without any additional guidance from educational stakeholders.

Recent reports suggest that principals should receive training on issues relating to the usage of distance learning technologies as well as crisis management issues like the COVID 19 pandemic. During the lockdown, we obviously could not overlook the essential principles of educational leadership: the leader's clear vision and the need for professional development.

Emotional Intelligence and Emotional Leadership

The school's efforts to deliver inclusive education may be strengthened even further if the principal embraced emotional intelligence as a crucial lever. According to, emotional intelligence is a combination of social and emotional skills, adaptive abilities, and personality qualities. According to, emotional intelligence, which includes self-awareness, self-control, social awareness, and relationship management, is a crucial component of becoming a competent leader. In the same line, contend that emotional intelligence—that is, the capacity to control oneself, recognize the feelings of others, and employ empathy as a managerial tool—is a crucial quality of a strong leader.

1. The culture of the entire school community can be positively impacted by a principal who possesses emotional intelligence. It has been suggested that a school administrator can more effectively accomplish pedagogical goals when they excite instructors and pupils by utilizing their emotional intelligence.

Since there is no direct interpersonal engagement because of the lockdown during this pandemic, the principal's mobilization of emotional intelligence has disappeared from the school administration. Even interpersonal communication depends on technology. Unfortunately, it's possible that school administration, teachers, and students do not have the necessary technical skills to manage the distance learning brought on by the epidemic.

2. High stakes decision-making in complex political conditions

Directing the pandemic response forced superintendents into an intensely politicized space. Superintendents play a critical role in communicating to students, families, and staff about their districts' policies, but their lack of specialized health knowledge left their decisions open to criticism from all sides. Major policy decisions required making trade-offs between, on the one hand, the risks of spreading the virus via in-person schooling and, on the other hand, the potential detriment to families' economic well-being and to students' academic and emotional well-being from staying home—questions with no straightforward “right” answers. These decisions were deeply emotional because the consequences could be life changing and varied across individuals and communities. To further complicate matters, pandemic responses were heavily politicized due to elections. Current and former superintendents described school boards under intense pressure in an election year with some campaigns turning on politics around schools reopening; as a result, superintendents struggled to chart the best path to serve children and their families as well as maintain the support of their boards.

3. Managing a crisis beyond their expertise without clear guidance

In California, schools are governed under local control. Although the legislature sets policy direction, the state is intended to have a subsidiary function—that is, “performing only those tasks which cannot be performed effectively at a more immediate or local level.”

4. What the evidence tells us

Seven key elements related to school leadership in a pandemic have been highlighted by a recent analysis of the available evidence base. These themes will each be briefly described. The first theme focuses on how leadership changed as a result of the pandemic and the increased responsibilities placed on school administrators. Because of the additional duties involved with school closures, reopenings, and social distancing rules, the pandemic appears to have made principal burnout worse. Hauseman, Darazsi, and Kent point out in their work how school leaders are feeling increased pressure to carry out a significantly altered leadership function and position as a direct result of the epidemic.

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highlights how the pandemic changed the nature of school leaders' work, from leadership in predictable times to leadership in uncertain times. School administrators and other education stakeholders are dealing with a variety of administrative and emotional challenges as a result of the epidemic, according to Argyropoulou, Syka, and Papaioannou. Overall, the evidence shows quite clearly how the difficulties associated with the pandemic continue to put unfair pressure on school administrators and the students they serve.

The second subject focuses on how school leaders' physical, emotional, and mental health are being impacted by the enormous strain they are under. The evidence clearly outlines the way in which the pandemic has had a negative impact on the mental and emotional health of school leaders. It describes the extreme pressure school administrators have been facing as a result of the outbreak. Huber highlights the severity of the stress that school administrators in various nations have expressed, and he points out that administrators are still managing to get through this crisis.

It serves to highlight how school administrators are managing the many administrative expectations brought on by the pandemic and how their wellbeing is being negatively impacted by the increasing sense of accountability that goes along with the demands.

The third theme examines how school administrators are changing their leadership styles. It was suggested that school administrators provide four degrees of assistance to their coworkers: academic assistance, technology assistance, operational assistance, and interpersonal relationship assistance. The emotional assistance currently expected of school leaders goes much beyond the bounds of their leadership job, according to additional data.

The fourth theme considers the personal characteristics that school leaders are exhibiting to cope with the huge challenges of the pandemic. It underlines the personal resilience exhibited by school leaders during this crisis. highlights the way in which school leaders have maintained a calm persona when managing difficult issues. Other writers note the critical role of the school leader in bringing all stakeholders together for mutual support during the pandemic.

The fifth theme outlines the unevenness in learning that has accompanied the pandemic. In their work, they underline how COVID 19 has exacerbated socio-economic differences between students and widened the attainment gap. For all school leaders, therefore, tackling inequity remains a major consideration and a future challenge.

The sixth theme focuses on the way in which school leaders have engaged education stakeholders (families and communities) during the pandemic. It emphasise how parents and carers remain significant education partners and how their work with schools, in the pandemic, has been hugely impactful in securing effective learning for many young people. It highlights the way in which a range of community-based initiatives have helped those in schools, including school leaders, to cope with the challenges of COVID 19.

Many international scholars emphasise the importance of community and family engagement in assisting school leaders to manage their way through the challenges of the pandemic. highlights the importance of the involvement of expert care professionals in supporting schools, families, and the community. The core message for school leaders, from this evidence, is the importance of engaging with families and community in the most challenging times.

The final theme touches upon the ways in which COVID 19 has changed leadership practices. Many writers propose that a new model of school leadership has evolved during the pandemic one that is distributed, digital, networked, and dependent on technological infrastructure. suggests that distributed leadership is now the modus operandi of school leaders facing the multiple demands and unpredictable challenges of the pandemic.

5. Changing practices: changing leaders

Secondary schools in England have been shut down for the duration of three extensive lockdown periods, for all but vulnerable children and the children of essential workers. During this period many lessons and large chunks of curriculum have been adapted for online teaching, but in state secondary schools the extent to which this has happened varies according to a number of factors. Our study adopts a taxonomy of online teaching originally proposed by Puentedura, comprising four stages of online and digital teaching.

Figure 1 sets out the stages of online and digital teaching. At the most basic level (level 1), technology is used passively by teachers in some subjects to support learning; at level 2, traditional pedagogy is adapted for online teaching; at level 3, strategic thought is given to the design of online learning; and level 4 indicates strategic planning for online learning, linking to a whole school or departmental approach. Our project is interested in where headteachers' schools were, are and will be situated, before Covid, during Covid and in a post-Covid era.

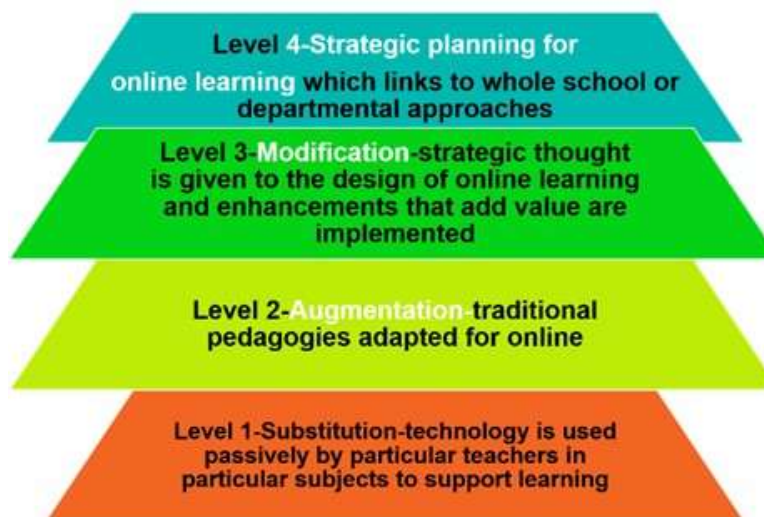


Fig. 3 Stages of online and digital teaching

The project is working with three project partners based throughout England, through whom we have sent out questionnaires to 4,000 schools, interviewed more than 70 school leaders and analysed 200 school websites.

6. Challenges and opportunities

The project, although in its early stages, has so far revealed a number of insights and key themes which have contributed to the construction of a theoretical framework (figure 2). The framework was created from themes that arose during both the coding of the transcripts and analysis of 200 school websites. The centre of the wheel represents issues at the core of any digital strategy: wellbeing and access to digital learning (hardware, software and connectivity). The next circle illustrates that trust, communication, data and privacy are all core to ensuring that students and teachers are protected and supported in online teaching and learning. The four coloured segments illustrate the priorities when planning and implementing a school-wide digital strategy, while the themes outside the circle illustrate areas that have been affected during the pandemic. Insights from two of these areas are described below.



Fig. 4 Theoretical framework

From crisis management to creativity and innovation

A number of school leaders have referred to the substantial changes in terms of a digital approach, that emerged between the first and second lockdowns. During the first lockdown, leaders were ‘firefighting’, dealing with multiple issues relating to the chronic lack of hardware and connectivity, that impeded learning during the first lockdown. From the first to the second lockdown the transformation of approach markedly changed according to all participants in the study: headteachers reported becoming far more organised and strategic in approach, in many cases they manifested a focused approach to the curriculum, deciding to teach only what could be taught well online. During the second lockdown, teacher innovations appeared to be more widely shared; in over 50 per cent of our sample, teacher networks emerged, sharing good practice and supporting online innovations.

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It's impossible to overstate the effect the COVID-19 pandemic has had on education. UNESCO reports that at the height of the pandemic, 1.6 billion children — or 94% of the world's students — were facing school closures.

What does it mean to have almost every student on earth out of school at the same time? A report written by UN Secretary-General António Guterres in August 2020 states that COVID-19 disruptions place 23.8 million students from pre-K to tertiary education at risk for dropping out altogether. In the United States, the pandemic has severed many students from in-person learning and physical school communities. It's also highlighted the systemic inequalities within the educational system.

Now, educational leaders face a daunting task: helping communities recover from the pandemic and rebuild a more equitable, successful future for all students. As Alma Harris and Michelle Jones noted in an editorial written for the journal *School Leadership & Management*, "school leaders are caught in the unfavorable position of being the pinch point in the system." They're the mediators between guidance from above and changing, challenging daily circumstances at the institutions they lead. Furthermore, they're responsible for developing and guiding the long-term future of a school community.

However, one benefit is that the pandemic can offer educational leaders an opportunity to reset. Points of crisis naturally create a "before" and "after," and educational leaders have an opportunity to reinvent the "after" to be more equitable and successful.

7. What Will Post-COVID Educational Leadership Look Like?

Experts have noted that the world is hardly "post-COVID," despite fast vaccination efforts in some countries. More research will still be needed to determine the pandemic's long-term effects on education.

However, some early themes have already emerged. Trust will be an even more critical resource in school communities after the pandemic. That includes trust between administrators and staff, between educators and students, and between families and school staff. Given how quickly pandemic guidance can change, leaders won't necessarily build trust on consistency. Rather, they will build it based on transparency.

School leadership will also need to address educational equity more directly than before. Dena Simmons in a special report for Educational Leadership, calls COVID-19 an "equity check" for education, "reminding us who we could be if we valued equity as much as we say we do." Simmons calls for a more deliberate and purposeful orientation toward equity.

Part of the orientation toward equity will come from increased engagement and partnership with students' families. The pandemic has made families more responsible for and involved with their students' day-to-day learning process. Educational leaders will need to foster and harness this collaborative spirit even after a return to in-person learning. Simmons connects this family involvement to larger equity goals: Schools must prioritize reaching out to families across linguistic, cultural, and economic barriers.

8. How Will Educational Leaders Adapt?

When the COVID-19 pandemic began, school leaders found themselves in the unenviable position of crisis managers. Unfortunately, experts believe this role isn't likely to disappear once the pandemic does. Alma and Jones write that crisis and change management "are now essential skills required of a school leader." Whether it's a public health emergency, natural disaster, or community tragedy, ongoing events will test leadership's level of trust and dialogue with the wider community.

A focus on trust and dialogue will also be a priority among educators and staff themselves. When the pandemic closed schools, it precluded many of the informal, daily interactions that teachers, administrators, and staff enjoyed — catching up in hallways, grabbing coffee in the teacher's lounge. These interactions build rapport and facilitate the sharing of ideas. Moving forward, they will need to be more intentional and scheduled. Whether virtually or in-person, educational leaders must create dedicated time to solicit feedback and input from their colleagues on specific, pre-communicated topics. Relying on an informal exchange of information may not be sufficient anymore.

Finally, educational leaders will need to turn their attention inward. Self-care has not always been a stated priority for school leaders, but COVID-19 has demonstrated how necessary leaders' well-being is for the entire school. Alma and Jones call self-care "the main priority and prime concern" for school leaders. Taking one's wellness seriously enables a leader to respond fully to the emotional and social needs of others and reduces feelings of "burnout."

CONCLUSIONS

Having a vision of the change we want to see matters and can help guide discussion, debate, and—ultimately—action.

We acknowledge that emerging from this global pandemic with a stronger public education system is an ambitious vision, and one that will require both financial and human resources. But we argue that articulating such a vision is essential, and that amid the myriad of decisions education leaders are making every day, it can guide the future. With the dire consequences of the pandemic hitting the most vulnerable young people the hardest, it is tempting to revert to a global education narrative that privileges access to school above all else. This, however, would be a mistake. There are enough examples of education innovations that provide access to relevant learning for those in and out of a school building to set our sights higher. A powered-up public school in every community is what the world's children deserve, and indeed is possible if all stakeholders can collectively work together to harness the opportunities presented by this crisis to truly leapfrog education forward.

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Overall, the evidence tells us that school leaders have successfully adapted their practices to meet the extreme challenges and unprecedented circumstances caused by COVID 19. However, there are still major challenges ahead for school leaders as this pandemic continues. Consequently, increased support, resources, and practical help are needed now, more than ever, for school leaders everywhere. Leadership practices may be changed by the pandemic, but the evidence suggests that, against the odds and often at personal cost, school leaders continue to put children first and remain totally committed to ensuring that every child succeeds

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