هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

"Critical Dialogue: The Challenges and Opportunities for Bridging the Students' Achievement Gap"

3 February 2022

Directorates of Government Schools Review and Private Schools and Kindergarten Reviews Webinar

Thinking about immediate responses to COVID and long-term changes: Supporting students and teachers through and beyond the crisis.

Prof. David Gurr

The University of Melbourne

Intent

This presentation asks you to reflect on your current circumstances to support students and teachers through the pandemic, and to consider the long-term impact on teaching and leadership practices.

- The Impact of the Pandemic on Education
- Education and Educational Leadership in the Future
- Questions and comments

The presentation draws heavily on this publication:
Gurr, D. (2022) Leadership of Schools in the Future. In A, Nir (Ed.) *School Leadership in the 21st century: Challenges and strategies* (NY, NY: Nova Publishers), p. 227-309.
Pre-publication version available from David Gurr's pages on Researchgate and Academia.

Balancing Competing Demands

A YEAR IN DATA (UPDATED AS OF 13TH JANUARY, 2021)

27TH JANUARY, 2020

Mongolia was the first country to order schools closed

98%

of countries have implemented full or partial closures due to COVID-19

199 BILLION

closed days of school in 2020

267 MILLION

children out of school in 27 closed countries today

878 MILLION

children in 37 partially open countries today

88 COUNTRIES

that have reopened have stayed open, avoiding any second national closures

31 COUNTRIES

have implemented additional closures after attempting to reopen fully or partially

Daily updated data showing the impact of COVID-19 on the world's school systems is available on Insights for Education's website.

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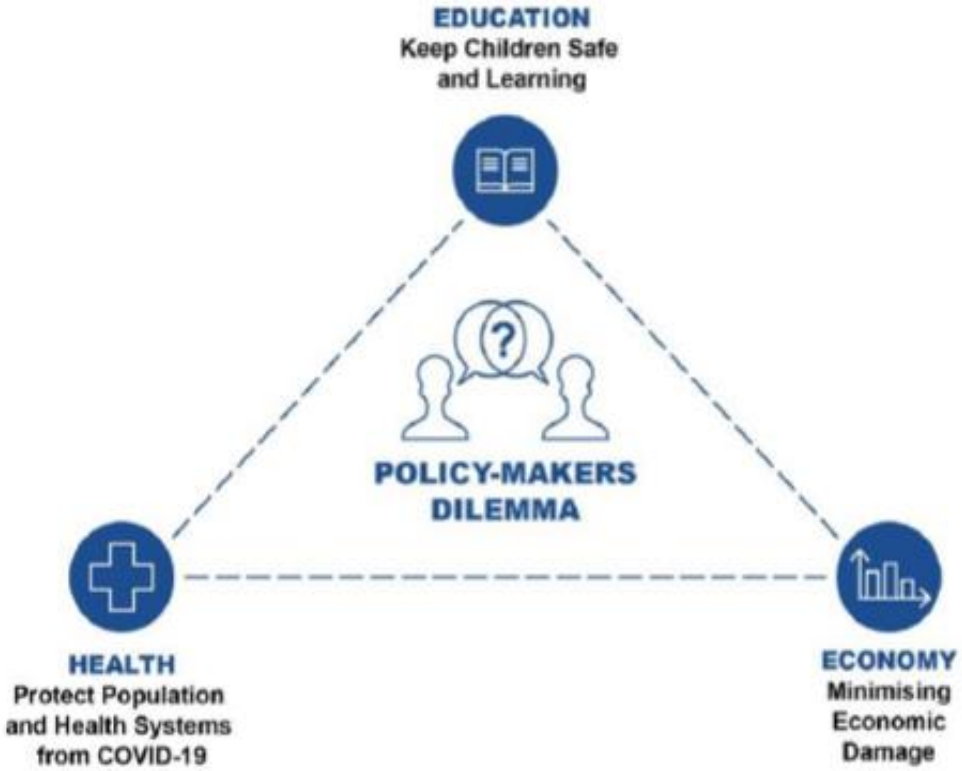
INSIGHTS FOR EDUCATION

ONE YEAR OF SCHOOL DISRUPTION

25th January, 2021



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The impact of COVID on past practices to create our new current practices

- In May 2020, as the Editor of International Studies in Educational Administration (ISEA), I produced a call for papers that described educational responses to the pandemic. From many submissions, 59 papers have been published across four issues: volume 48, issues 1-3, and volume 49, issue 1.

- All are available open-access through the website of the *Commonwealth Council for Educational Administration and Management* (www.cceam.net) and through individual authors placing their papers on sites such as *Academia* and *ResearchGate*.

- Across the four issues, there are 29 countries represented, with papers focused on all levels of education, and especially on the school sector.

The impact of COVID - positive

- **Adapting** quickly.
- Use of a variety of **technology to** provide remote learning, including printed material, radio, TV and other media, synchronous and asynchronous technology, mediated learning, especially in wealthier countries and at the university level.
- Increased **teacher collaboration** and **leadership from many,** and leadership from systems.
- Focus on the important **work of teachers** broadly, and a renewed focus on teaching at the university level.

The impact of COVID - positive

- There has also been a focus on **schools as institutions**, and the many important roles schools have in society, beyond education.

- There have been innovative solutions to meeting the needs of **students with diverse needs**.

- Greater **connection** between schools, families and communities, that have helped meet educational needs.

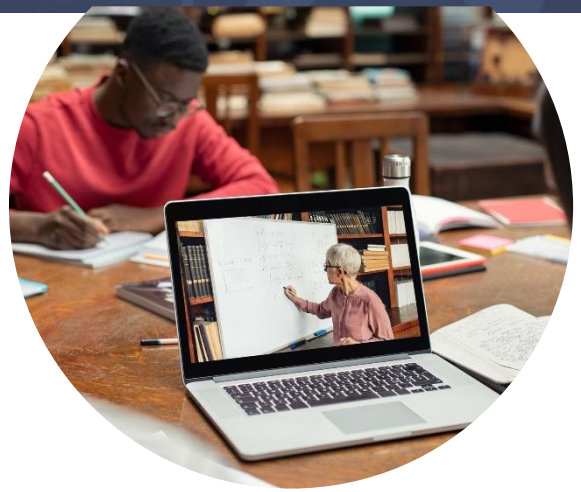
The impact of COVID - negative

- Due to differential access to technology resources and school programs during shutdowns**, educational inequities have been exposed,** with particular concerns regarding education for low-income families, and especially in low GDP countries, rural and remote areas, and the education of students with diverse needs.
- Educators have been concerned about the **health and welfare of students**, especially in low GDP countries where nutrition and care issues were paramount.
- The long-term **impact on student development** from the discontinuity in education is unknown, but predicted to be damaging, and certainly so in the short-term.

The impact of COVID - negative

- Uncertainty about program continuity and practice has been **stressful for teachers and students**.
- **Teachers have reported increased workload** and **work intensification**, loss of income, job insecurity, and concern about their ability to cope and provide quality learning and care for their students.
- **Principals and school leaders** have also reported **job intensification** through **increased workload**, the often need to communicate with many, and having to respond quickly to many managerial and emotional matters.
- Remote learning has caused **assessment integrity** concerns in senior school years and at university.

What about students' learning and wellbeing?

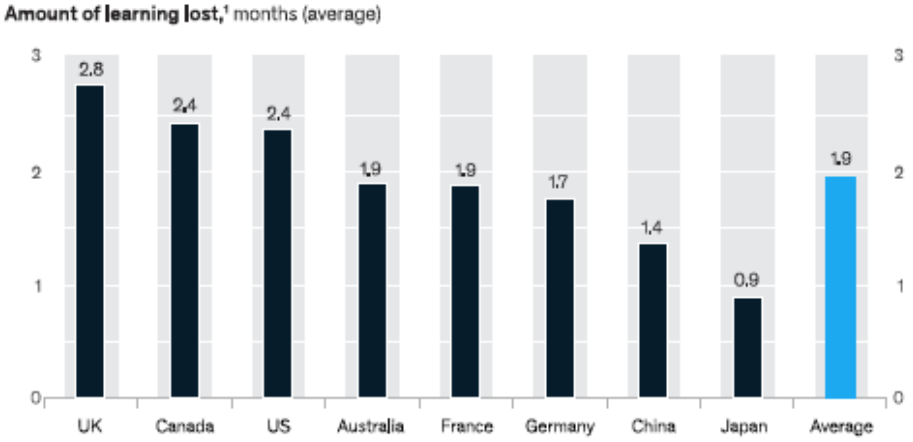


McKinsey & Company

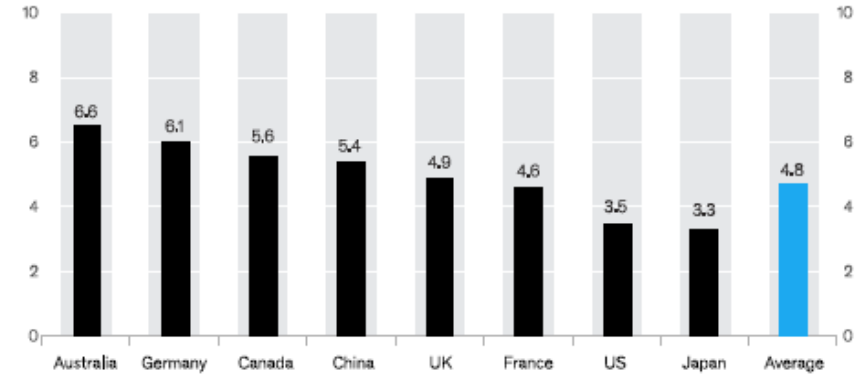
Teacher survey: Learning loss is global—and significant

March 1, 2021 | Article

Teachers reported that students were on average two months behind where they usually would have been by early November 2020.

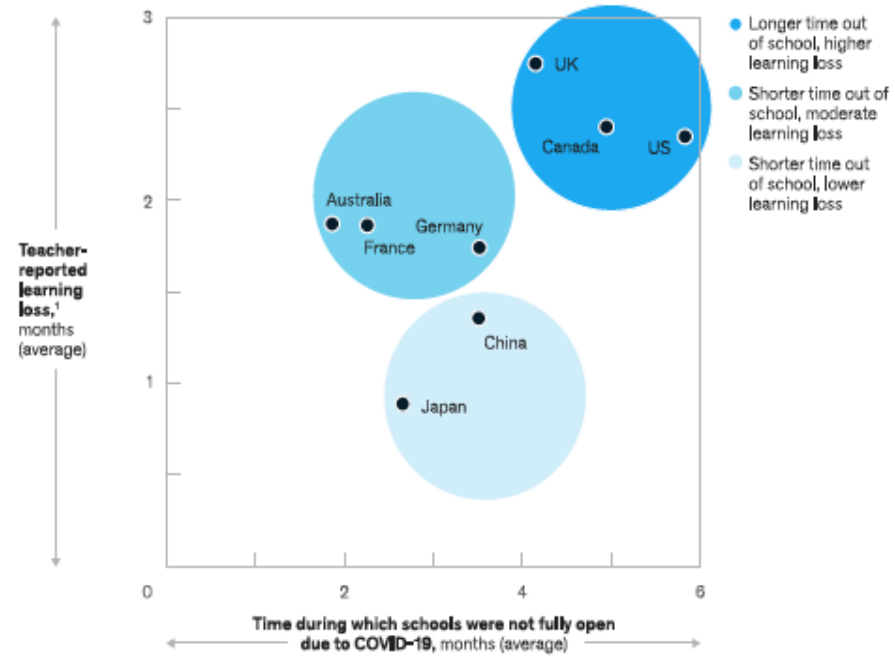


As classes went online, teachers saw the effectiveness of instruction decline.



While learning loss appears linked to the length of school closure, even brief shutdowns may have set back learning.

Lost schooling compared with time spent learning remotely



[1]Question: To what extent have your students lost learning due to COVID-19–related school closures?
Source: McKinsey Teacher Sentiment Survey, carried out October 28 to November 17, 2020, of 2,648 teachers across Australia (146), Canada (360), China (360), France (278), Germany (274), Japan (350), United Kingdom (351), and United States (450); UNESCO school closures database

McKinsey & Company

Schooling During a Pandemic

THE EXPERIENCE AND OUTCOMES OF SCHOOLCHILDREN DURING THE FIRST ROUND OF COVID-19 LOCKDOWNS

William Thorn and Stéphan Vincent-Lancrin

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The psychological well-being of most children did not decline to any great extent during lockdown compared to the situation prior to lockdown. The proportion of school-age children experiencing serious or severe symptoms of mental or psychological disorders may have risen. However, the majority of school-age children, both before and during the period of lockdowns, did not display such symptoms.

There is limited and conflicting evidence from standardised tests regarding students' learning progress during school closures compared to progress in "normal" conditions. The quality of the data varies somewhat, and the differences observed between the performance of students tested in 2020 or in early 2021 with students in the same year of school in previous years range from small increases to large falls.

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At the very least, the available evidence suggests that it should not be automatically assumed that the school closures of March-June 2020 had a large negative impact on student progress and achievement.

There is little doubt that the negative impact of the pandemic has been greater among disadvantaged populations.

Children from less advantaged socio-economic backgrounds had greater difficulties than other children with access to the devices and connectivity necessary to continue their education at home. Students who dropped out of education during the period of lockdown appear more likely to come disproportionately from disadvantaged backgrounds and to have had a prior history of difficulties with schooling.

In the countries covered, there is little evidence of the socio-economic status of parents having an impact on the amount of time children spent on schoolwork or the amount of time parents spent assisting children: children from all backgrounds seem to have devoted more or less the same time to their schoolwork and to have received the same amount of parental assistance.

CORWIN Visible Learning+®

August 2021

An Ode to Expertise:

What have we learnt from COVID and how can we apply our new learning?

By John Hattie

Paper presented at the Victoria Education State Principals Conference, August 2021

A fundamental question is 'Why has the learning trajectories only marginally decreased during COVID teaching, and levels of well-being, anxiety, depression etc. increased marginally but snapped back once schools came out of lock down?' Contrary to

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Grammar of Schooling Before Covid	New Syntax of Learning During (and after?) Covid
System top down, leaders implement, system checks	**System** butts out of teaching edicts, provides support, and listens to leaders' needs
Schools sort, label, group, leave family (& culture) at the school gate	**Schools** emphasis inviting students to come to school/class
Teachers talk (too fast, and too high), question, emphasis surface knowledge, control,	**Teachers** triage, listen, maximize students talking to hear thinking, clear up front about success
Lessons full of activities, doing, lead to tests and assignments, aim to engage students in the do-ing	**Lessons** become a 'short story', more steps to success, engagement follows learning
Assessment emphasizes effectiveness, an end point, feedback = "How am I going?", motivation to do the work	**Assessment** includes efficiency, feedback = "Where to next", informs teacher more than students
Technology barely made a difference	**Social media** use of technology exciting
Students sit, (appear to), in groups (but work alone), listen, wonder why, do, rarely question, fear error & mistakes	**Students** listen, understand purpose, questions, see errors as opportunities
Learning - Rarely do we hear thinking, strategies, social-emotional learning there but ..	**Learning** - Teachers & students think aloud, hear & provide strategies
SEL = behavior, exclusion, suppression	**SEL** = enjoyment of learning, learning = reduction in boredom, collective efficacy in learning

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Best thing about COVID teaching

	Overall
Freedom / flexibility to work at own pace / to own schedule	26%
Comfort (temperature, clothes, sleeping in)	24%
More time for non-school activities / shorter days	14%
Time with family / pets	12%
Less stress / pressure, being able to take breaks	9%
Lack of distractions / noise, or not seeing people I don't like	7%
Food (eating certain kinds of food or whenever I want)	8%
Online communication / learning	6%
Being at home/having own space	5%
There is nothing good about remote learning / don't know	5%
No commute	5%

Worst thing about COVID teaching

	Overall
Miss seeing peers in person	15%
Distractions / maintaining focus	13%
Not having teacher in person (i.e. to teach / help / explain things)	11%
Staying motivated	8%
Lack of support / explanation in general, or difficulty understanding tasks	8%
Workload too high	7%
Issues with technology - including internet, software & hardware	7%
Hard to communicate with teacher - hard to ask for help or contact them	6%
Hard to manage own time / work / schedule	6%

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My COVID days were spent writing 4 playbooks for COVID teaching, and 2 playbooks for then Rebounding back to the regular classes taking the best of COVID learning to develop the new Syntax of learning.

Yes, there were negatives – there was death, sickness, unemployment; there were anxieties, depression, loneliness; there were many equity issues of access; homes were not always safe havens; workload and expectations on teachers increased; uncertainty and unpredictability became the norm. Yes, care is needed about extrapolating these claims to countries other than Australia – where there were equity issues with access to technology, and political fear and division about handling of COVID. Yes, the lockouts are not over (as I write this Victoria has gone into its 6th lockdown) and shorter lockdowns may not have the same effects as the longer ones. The major message here is that the community needs to honour the expertise, esteem the care and investment, and applaud the excellence of educators. Along with nurses and doctors, teachers are among the true heroes of COVID.

Australians have experienced many disasters such as fires, floods, and cyclones. Once again with COVID there is much evidence of resilience, and getting on to solving problems, and looking after and helping each other. Educators have shown these attributes hence an Ode to their Expertise.

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Systems and countries' responses to COVID

- School/university **closures or partial closures have been common**, ranging from a few weeks to several months, with some having considerable uncertainty (through closure/re-opening/closure). In wealthier schools and school systems, and at the university level, closure typically meant closure of the physical spaces, but rapid movement to remote learning with minimal impact on learning continuity.
- **Remote learning provision has varied in quality and extent**, and ranges from education conducted online with few disruptions to regular lessons, then to only having printed notes and some support through TV or radio.
- **Physical schooling for some children** (e.g. essential workers children, or children with special circumstances).

Systems and countries' responses to COVID

- There were **infrastructure issues in many countries**, such as poor electricity supply, internet connection, and technology in schools/universities and homes.

- The re**liance on international students for** enrolments and funding in some schools, and more widely at the university level, was exposed in many countries.

- **Addressing learning loss** has been problematic because of lack of good data, ongoing cycles of school closure, differential impact across stages of schooling (more learning loss in younger years) and lack of resources. Jurisdictions have used additional staff (learning tutors), technology solutions (online instructional programs, device provision), and teacher professional learning and support.

The Impact of COVID-19 on Perceptions of Australian Schooling

Amanda Heffernan, Bertalan Magyar, David Bright, and Fiona Longmuir

56.7% of respondents agreed that the shift to remote schooling during COVID was successful. 36% of those participants 'agreed' or 'strongly agreed' with the statement.

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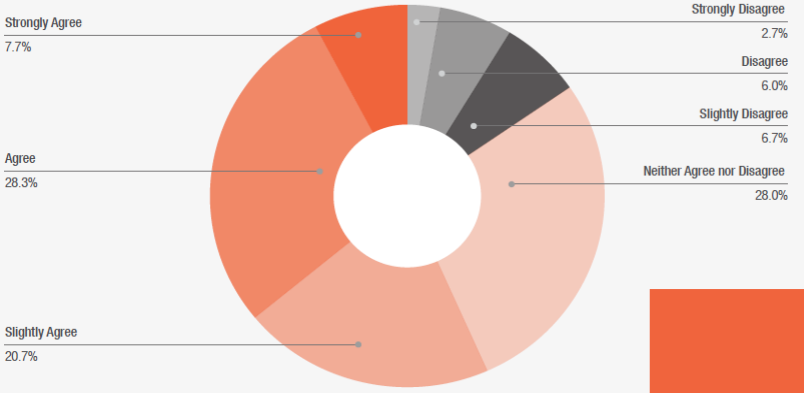
SHIFTING TO REMOTE SCHOOLING DURING COVID-19 WAS SUCCESSFUL IN AUSTRALIA



56.7% of respondents agreed that the shift to remote schooling during COVID was successful. 36% of those participants 'agreed' or 'strongly agreed' with the statement.

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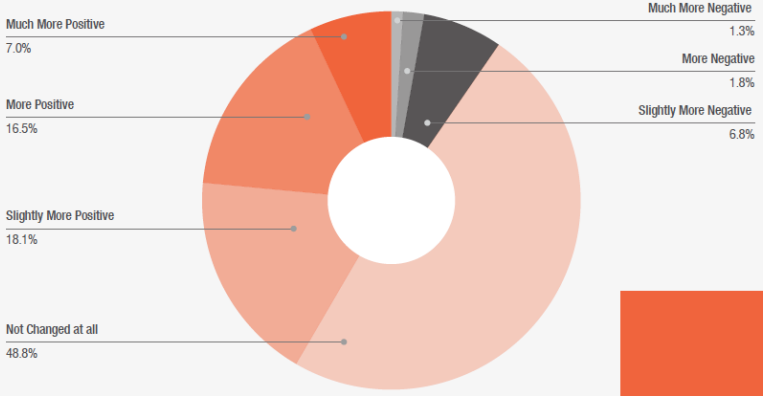
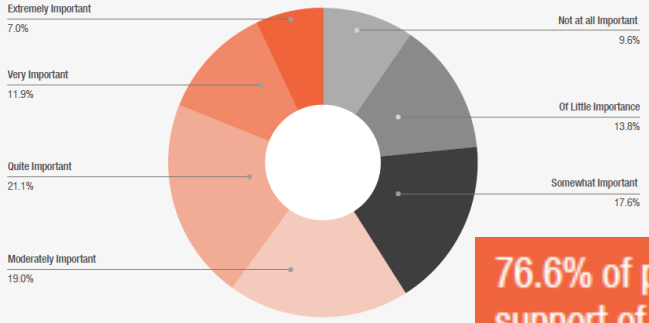
PERCEPTION OF TEACHERS' WORK AS A RESULT OF COVID-19



41.6% of respondents said that their perceptions of teachers' work had improved as a direct result of COVID-19.

CREATING A FLEXIBLE 'HYBRID' MODEL OF SCHOOLING INTO THE FUTURE



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76.6% of participants were in support of rethinking the way we 'do' schooling into the future by creating a more flexible model where students attend school but have the option to take some classes online.

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Thinking about enduring changes post-pandemic

- **To what extent will this impact lead to a major change, and perhaps, transformative change in education?**

- **Remember, education tends to be one of the parts of society that has a slower rate of change. So, evolution rather than revolution.**

- **One certainty is that the importance of schools and schooling has been reinforced.**

Best practice implications for education

- A greater focus on **reducing inequitable education provision**.
- An **increased use of technology** to support students in schools and universities, although many countries will struggle with infrastructure to support this.
- More use of a combination of **in-person and virtual/remote learning** in many contexts (especially post-school).
- A greater focus on **student engagement, agency and inclusion**.
- A **physical school system** will be important as the wider social purposes of schools have been highlighted and reinforced, and there will be an enhanced role for schools in the greater good of society.
- In many educational organizations, like universities, there will be greater occurrence of **blended office/home work arrangements,** and leadership will need to change to support these arrangements.

Best practice Implications for educational leadership

- Greater focus on **moral purpose, trust and values-based leadership views**.
- More **future focussed, responsive, crisis ready and contextually sensitive** orientation to change and improvement.
- More **collective, collaborative and dispersed work situations** which will need more fluid and responsive leadership.
- With the adoption of learning technologies and **news ways of working**, relationship structures will change and likely impact on the type of leadership needed.

Best practice Implications for educational leadership

- Greater involvement of **more people in leadership**, such as middle leaders, teachers, students and parents, but senior leadership roles, such as principal, will remain important.

- There will be more **planned leadership development**.

- Continuation of **rapid professional learning support.**

- No consensus on the way to categorise the type of leadership being enacted.

Best and Next Practices

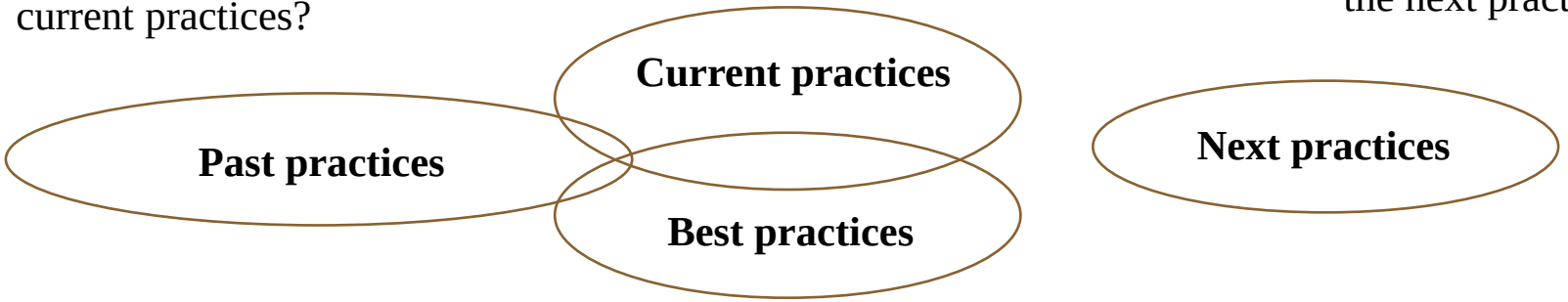
- **Best practices** are those practices that seem to be, or have evidence that they are, better than current practices. They are often not yet widely evident, but they are emerging and might, in time, become so ubiquitous they become current practice (think of the evolution of instructional leadership ideas).
- Current and best practices can happily co-exist.
- Not all best practices may prove to be so, or they may be adopted even though evidence of benefit is weak.
- **Next practices** are those practices that are a break from what is currently known or practiced. They might be something that is genuinely new, or they might be an innovative reconfiguring of existing ideas and practices to create something new.

Best and Next Practice – Figure 1

Looking back, how did we move from past to current practices?

What is the relationship between current and best practices?

How do our images of the future frame what we do now so we can get to the next practices?



The Fosberry Flop, bitcoin, Greenfield, school-based management?

What promotes the widespread adoption of best practices so they become current practices?

How do current and best practices help or hinder the construction of next practices?

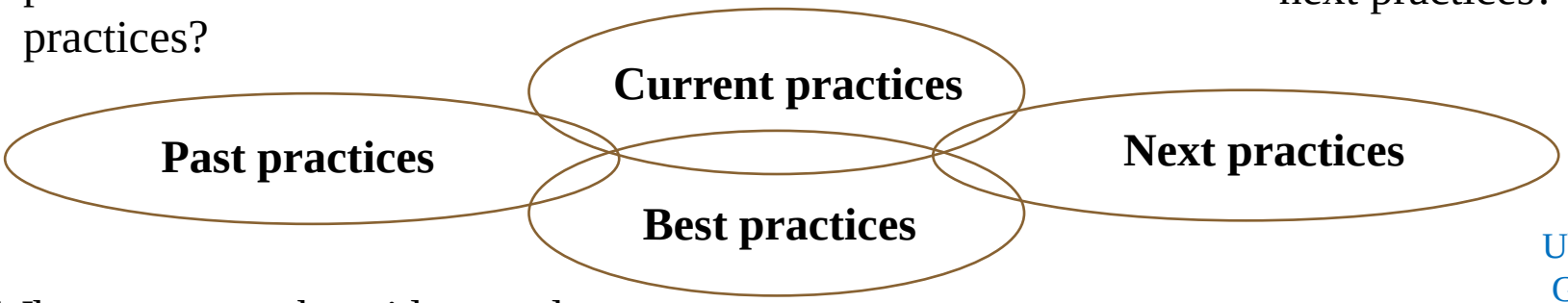
Here, next practices are separated from current and best practices to highlight that next practices are often a jump from what we know.

Best and Next Practice – Figure 2

Looking back, how did we move from past to current practices?

What is the relationship between current and best practices?

How do our images of the future frame what we do now so we can get to the next practices?



Uber, Airbnb. Greenfield?

What promotes the widespread adoption of best practices so they become current practices?

How do current and best practices help or hinder the construction of next practices?

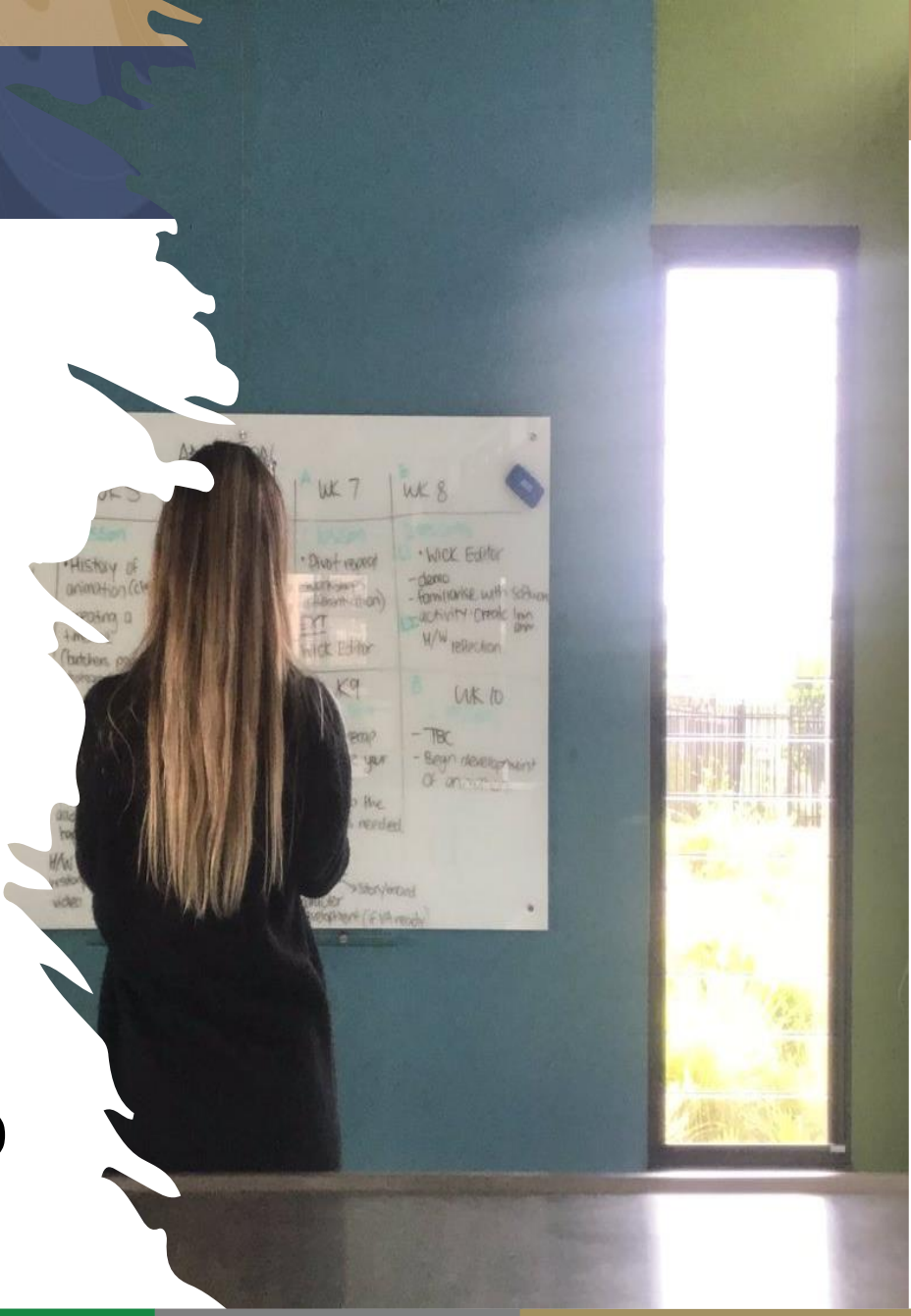
Here, next practices are related more closely to what we do now and so there is a link to current and best practices.

Education broadly, and schools in particular, are aspects of society that change relatively slowly.

But….

The pandemic which began in 2020, has perhaps been the most disruptive impact to education on a wide scale since the second world war. It may be the event that leads to enduring major changes.

So, what were your past practices (pre-pandemic), what do you currently do (during the pandemic), and how would you improve on these now (best practices) and in the future (next practices)?



20-Year Prediction: Education best/next practices?

- **Universal access** to a 10 to 13 year sequence of primary and secondary education.
- Greater **linkage** of health and welfare **services** with schools.
- **Schools** will have a **strong physical presence** in communities, and the quality of the buildings and grounds will continue to improve.
- Schools will be more **joyful and humane places**, and have an **enhanced place in our sense of community**.
- Various **technologies** will allow schools to fully engage with and support most types of **student diversity**, and learning for all students will be **more personalised, authentic and connected**.

20-Year Prediction: Education best/next practices?

- **Teachers will have an enhanced role**.
- Internal and external school **networks** will become more complex and inclusive.
- **Community ideas** will become more important for those working in schools.
- There will remain complexity in **governance arrangements** with autonomous, self-governing schools increasing in wealthier jurisdictions, yet school systems remaining dominant in most countries - increased autonomy and responsiveness to local needs, but within centralised controls.

20-Year Prediction: Educational Leadership best/next practices?

- School leaders with clear **values and beliefs;** moral purpose and values-based leadership views
- Leadership will be **future focused** with an emphasis on continuous improvement, looking for best and next practices, and doing so in a way that is contextually sensitive and relevant.
- Leadership will be more **agile** and better able to navigate complex times: responsive and adaptive leadership views.
- Those in leadership roles **expected to lead,** and core leadership ideas will remain important to inform the expectations.
- There will be greater **involvement of others** (teacher, students, ?), but…**School hierarchies will not disappear.**
- **Greater connectivity and collaboration facilitated by technology** – leading to new ways of working and leading.
- **Indigenous perspectives** are likely to become more influential.

An acceleration of trends already evident, rather than a transformation.

Do you agree?

What is missing?

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Four issues of ISEA focused on the educational responses to the pandemic (open access):
www.cceam.net

Reference

Gurr, D. (forthcoming), Leadership of Schools in the Future. In A. Nir (Ed.) *School Leadership in the 21st century: Challenges and strategies* (NY, NY: Nova Publishers). Draft for comment available on David Gurr's pages on Researchgate and Academia.

Papers – you can easily get these papers through Researchgate and Academia website.

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Researchgate:

https://www.researchgate.net/profile/David_Gurr

Academia:

http://unimelb.academia.edu/DavidGurr

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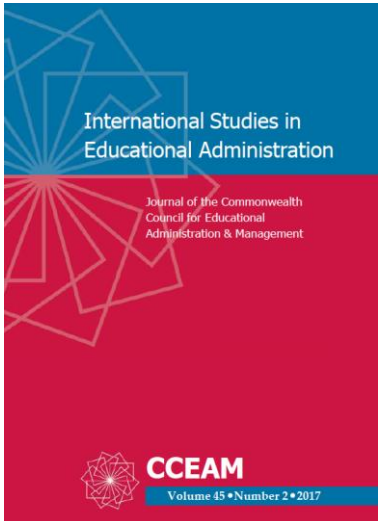

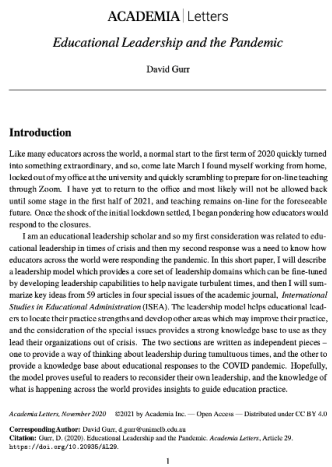
ACADEMIA | Letters

Educational Leadership and the Pandemic

David Gurr

Introduction

Like many educators across the world, a normal start to the first term of 2020 quickly turned into something extraordinary, and so, come late March I found myself working from home, locked out of my office at the university and quickly scrambling to prepare for on-line teaching through Zoom. I have yet to return to the office and most likely will not be allowed back until some stage in the first half of 2021, and teaching remains on-line for the foreseeable future. Once the shock of the initial lockdown settled, I began pondering how educators would respond to the closures.

I am an educational leadership scholar and so my first consideration was related to educational leadership in times of crisis and then my second response was a need to know how educators across the world were responding the pandemic. In this short paper, I will describe a leadership model which provides a core set of leadership domains which can be fine-tuned by developing leadership capabilities to help navigate turbulent times, and then I will summarize key ideas from 59 articles in four special issues of the academic journal, *International Studies in Educational Administration* (ISEA). The leadership model helps educational leaders to locate their practice strengths and develop other areas which may improve their practice, and the consideration of the special issues provides a strong knowledge base to use as they lead their organizations out of crisis. The two sections are written as independent pieces – one to provide a way of thinking about leadership during tumultuous times, and the other to provide a knowledge base about educational responses to the COVID pandemic. Hopefully, the model proves useful to readers to reconsider their own leadership, and the knowledge of what is happening across the world provides insights to guide education practice.

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https://doi.org/10.20935/AL29.

1

Four issues of ISEA focused on the educational responses to the pandemic (open access): ***Commonwealth Council for Educational Administration and Management*** (**www.cceam.net**)

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THANK YOU

Thanks to Lawrie Drysdale for help with the design of several of the slides in this presentation.
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THANK YOU

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