Educational leadership for the future

Conference or Workshop Item

How to cite:

For guidance on citations see FAQs.

© 2021 The Authors

Version: Version of Record

Link(s) to article on publisher’s website:
https://wels.edulead.net/en/programm/welsmain/

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
Dr Jacqueline Baxter: Associate Professor of Public Policy and Management: Department of Public Leadership, The Open University UK & Director of the centre for research and innovation in online learning

Strategic management of digital learning during and post covid (UKRI)

Co Investigator Professor Alan Floyd – University of Reading and Researcher Dr Katharine Jewitt - The Open University UK
Necropolitics - how wars, genocides, refugee “crisis”, ecocide and contemporary processes of pauperization and precarization reveal increasing masses of individuals are now governed through their direct and indirect exposure to death.

Achille Mbembe (2003)

Like an acid eating away the flesh, COVID-19 has allowed us to see the bones of the social structure, to unveil the inequalities that means some have to travel to work in care homes [or delivering groceries], while others self-isolate and edit books.

Parker (2020)

Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next.

Arundhati Joy (2020)
Based in England, but International relevance

Figure 1.1 • School closure as of 1 February 2021
By levels of education

- Fully open, with no hybrid learning
- Partially opened (e.g. opened in certain regions, or for certain grades, with other students benefiting in most cases from distance learning)
- Closed due to regular school calendar (holiday break) and planning to open in February/March 2021
- Closed due to COVID-19

Upper secondary, general education:
- Japan, New Zealand
- Belgium, Canada, Estonia, France, Hungary, Italy, Netherlands, Russian Federation, Spain, Sweden
- Chile, Colombia, Costa-Rica, Korea, Switzerland, Turkey
- Austria, Brazil, Czech Republic, Denmark, England, Germany, Ireland, Israel, Latvia, Lithuania, Netherlands, Poland, Portugal, Slovak Republic, Slovenia

Lower secondary education:
- Belgium, France, Hungary, Italy, Japan, Norway, New Zealand, Russian Federation, Spain, Sweden
- Brazil, Canada, Estonia, Italy, Russian Federation
- Chile, Colombia, Costa-Rica, Korea, Switzerland, Turkey
- Austria, Czech Republic, Germany, Denmark, England, Ireland, Israel, Lithuania, Latvia, Netherlands, Poland, Portugal, Slovak republic, Slovenia

Primary education:
- Belgium, France, Hungary, Italy, Japan, Norway, New Zealand, Russian Federation, Spain, Sweden
- Brazil, Canada, Estonia, Italy, Russian Federation
- Chile, Colombia, Costa-Rica, Korea, Switzerland, Turkey
- Austria, Czech Republic, Denmark, England, Germany, Ireland, Israel, Lithuania, Latvia, Netherlands, Poland, Portugal, Slovak republic

Pre-primary education:
- Belgium, England, France, Hungary, Italy, Japan, Latvia, Norway, New Zealand, Poland, Spain, Sweden
- Brazil, Estonia, Slovenia, Russian Federation
- Chile, Colombia, Costa-Rica, Korea, Switzerland, Turkey
- Czech Republic, Denmark, England, Germany, Ireland, Israel, Lithuania, Portugal, Slovak republic

1. Schools were closed as of 1st February in some sub-national regions in these countries due to regular school calendar.

**Sample and study**

- Analysis of 200 websites
- 70 Interviews with school leaders and CEOs of Multi-Academy trusts
- England only
- Survey sent to 4000 schools.
- Working with 3 project partners: Schools North East, The Key; and Derby Teaching Schools Alliance.
- Duration, December 2020-May 2022.
- Will result in course: Strategic leadership of online learning in secondary schools, for school leaders.

**Information published on school websites**

- Website displays school plans for Online Learning? 80%
- Website displays covid specific Health & Wellbeing information? 57%
- Website displays covid specific SEN information? 23%

**Types of tools used by the 200-school sample, according to information published on their websites.**

- Class Charts: 11
- Edulink: 8
- Kerboodle: 12
- Satchelone: 22
- GCSEPod: 28
- Google Classroom: 62
- Office 365: 19
- Teams: 69

**Schools in deprived areas**

- Deprived: 40%
- Non-deprived: 60%
SAMR MODEL (Substitution, Augmentation, Modification and Redefinition (Puntedura, 2012) Adapted by Baxter et al., 2020)

Level 4 - Strategic planning for online learning which links to whole school or departmental approaches

Level 3 - Modification - strategic thought is given to the design of online learning and enhancements that add value are implemented

Level 2 - Augmentation - traditional pedagogies adapted for online

Level 1 - Substitution - technology is used passively by particular teachers in particular subjects to support learning

60 interviews with heads and CEOs, questionnaire to 4k schools – sample to include 10% in areas of SED
SAMR MODEL (Substitution, Augmentation, Modification and Redefinition (Punterdura, 2012) Adapted by Baxter et al., 2020)

- **Level 4** - Strategic planning for online learning which links to whole school or department approaches
- **Level 3** - Modification - strategic thought is given to the design of online learning and enhancements that add value are implemented
- **Level 2** - Augmentation – traditional pedagogies adapted for online
- **Level 1** – Substitution – tech used passively to support teaching

Post covid plans

Second lockdown onwards and before covid

Before covid

Evidence pointing to lack of hardware and connectivity – little evidence of lack of will.

Evidence pointing to lack of hardware and connectivity – little evidence of lack of will.
Digital learning: changing leadership of learning during covid and beyond: Key findings of the research so far (pilot project) (Interviews, survey and analysis of 200 school websites (10% sample based in schools above average FSM))

- Hardware
- Food poverty (food not data priority) ?
- Connectivity (digital poverty) ?
- Lack of teacher expertise
- Challenges over wellbeing and mental health (teachers and students)
- Complaints – during first lockdown, comparisons between large state school and private schools in area. ?
- Working out policies and protocols with staff, governors and unions
- Switching cameras on – effecting real communication in staff meetings
- Parental pressure
- Establishing a baseline for effective teaching
- Breadth of curriculum
- Challenges of inclusion
- Teacher identity – teacher feelings of salience and agency
Digital learning: changing leadership of learning during covid and beyond: Key findings of the research so far (pilot project)

- Innovation - new ideas being tried by teachers - teacher led innovation
- New roles, supporting strategic implementation
- Plans to expand provision after covid-2 MATs talking about the whole curriculum online (Over 15 schools)
- Changes from first to second lockdown
- New vision for online teaching – e.g. parent evenings fully online in future – positive or negative
- Developing strategies for online QA e.g. virtual learning walks
- Schools working together
- New modes of communication
- Relationships with digital platforms provider (positive and negative, commercial opportunity, further opening up of the market)
What are the key leadership opportunities going forward, and the challenges?
Strategy as learning: Key insights so far

- New roles for staff
- New approaches to whole school strategy
- Re-thinking language on learning
- Re thinking assessment?
- Full curriculum online?
- Staff development opportunity
- New ideas for support sessions
- Shared curriculum offering (expansion)
- Mutual support between MATs?
- Different relationship between schools and communities?
Participate! Survey open until August 21 @
https://reading.onlinesurveys.ac.uk/covid_survey_2021

Jacqueline.baxter@open.ac.uk