ICDE Webinar

“Educational Leadership during the coronavirus pandemic”
As of late Tuesday 24 March 2020, over 850 million children and youth – roughly half of the world’s student population – had to stay away from schools and universities due to the COVID-19 pandemic. Nationwide closures are in force in 102 countries and local shut-downs in 11 others. This represents more than a doubling in the number of learners prevented from attending educational institutions, with further increases expected. 

Source UNESCO
The adverse impacts of closures are difficult to overstate and many of them extend beyond the education sector. UNESCO has compiled a short list of these impacts to help countries anticipate and mitigate problems. They include:

**Interrupted learning:** The disadvantages are disproportionate for under-privileged learners who tend to have fewer educational opportunities.

**Parents unprepared for distance and home learning:** When schools close, parents are often asked to facilitate the children’s learning at home and can struggle to perform this task. This is especially true for parents with limited education and resources.

**Unequal access to digital learning portals:** Lack of access to technology or good internet connectivity is an obstacle to continued learning, especially for students from disadvantaged families.

**High economic costs:** Working parents are more likely to miss work to take care of their children when schools close. This results in wage loss and decreased productivity.

**Social isolation:** Schools/Universities are hubs of social activity and human interaction. When they close, many miss out on social contact that is essential to learning and development.
Education Ministry Roles During COVID 19 Crisis

1. The Ministry should establish a Task Force to address the Covid 19 and to ensure emergency education provision

2. The Ministry must take emergency policy decisions and send out all Higher Education Providers. This becomes critical during a lockdown.

3. The Ministry must establish 24/7 hotline for all stakeholders

4. The Ministry must send out advisories asap to all Higher Education providers on how to respond with utmost urgency so as to keep disruption to teaching and learning to a minimum.

5. The Ministry must run a online surveys on the impact of pandemic the institution staff and students on teaching and learning
1. Should run an online survey with traditional Higher education providers on online readiness

2. Provide guidelines to Higher Education providers how to adopt alternative ways of teaching, including online learning especially for the traditional universities

3. Ensure that learning is delivered using ICT tools such as radio, TV, mobile devices so that no learner is disadvantaged. Identify and use existing OER to provide quality learning.

4. Help Develop and implement strategies and guidelines for synchronous/asynchronous approaches especially sharing of best practices

5. Encourage teachers to use free resources to conduct online classes.

6. Monitor closely through feedback loops
5 KEY Leadership Principles During Crisis

- Project Honesty And Confidence
- Decisive & adaptable
- Control the chaos
- Exercise caution
- Stay positive

Control the chaos

Exercise caution

Stay positive

Decisive & adaptable

Project Honesty And Confidence
Institutions should take emergency policy decisions to adopt alternative ways of teaching, including online learning.

Ensure that learning is delivered using ICT tools such as radio, TV, mobile devices so that no learner is disadvantaged.

Encourage the use of existing OER to provide quality learning.

Provide guidelines and high level implementation strategies for synchronous/asynchronous approaches.

Encourage teachers to use free resources such as google classroom, MoodleCloud etc to conduct online classes.
How to Prepare for Online Teaching

How will you teach?
- Synchronous (Live lectures online)
- Asynchronous (Work at own pace)

How will students engage?
- Self-Directed Learning
- Discussion Forums
- Small Group Work

How will you communicate?
- E-mail
- Announcements
- Virtual Office Hours

How will you assess learning?
- Discussion Forum Posts
- Group work
- Online Learning Assignments
It takes time to learn how to teach online effectively – it’s not an instantly transferable skill. Developing effective online learning resources isn’t something that can happen overnight either. Universities that are good at online instruction takes years (and millions of dollars) to get good at it.
Key Strategic Issues for going online
Not all have access to internet, broadband or are computer literate

They are often initially worried because the environment is new and they seek the security of a standard lecture, handouts etc

They usually want to employ the online features more intensively than many faculty are capable of

They believe that their employment prospects are enhanced

They are good at supporting other students and less ‘savvy’ faculty

Don’t forget the extra costs involved in being connected
Most faculty need mobile devices eg laptops to be issued.

Many will need training well before the programme goes ‘live’.

Many will be apprehensive in this new mode and need encouragement not criticism.

Once they get the hang of it - Innovation is guaranteed.

Discussions on pedagogy and good teaching become more frequent.
The involvement of all stakeholders is essential

Top level support must be present
A cross-disciplinary steering group is necessary

Good budget planning is required
Discussion with all stakeholders must occur and faculty buy-in is essential

Don’t expect all faculty to adopt the technology immediately Encourage, nurture and support faculty

TEAMWORK IS VITAL
Technology will not replace the need for good pedagogy

Make sure pedagogy rules over technology

Skills sets to use e tools and the use of tools are critical
Standardization of hardware and software is essential
Wireless technology enhances the program and brings a new dimension to ubiquity
Never underestimate the need for bandwidth
Investment in the technological infrastructure is essential - Form partnerships with vendors
Introducing online is an enormous task. All aspects of the institution’s operations are affected, and hence all the establishment’s strategies will be impacted.

**Good project management is required**

Implementation must be well planned and executed under the direction of an experienced project manager.

**TEAMWORK**
Supported faculty will support the programme

To be successful, buy-in from faculty is essential, and adequate support and development facilities must be provided.

Cross-disciplinary teams must be established to ensure that all stakeholders are involved in discussions, implementation and evaluation.

Students must be trained and their expectations must be managed.
Learning from others is essential, Using external advice and support will save money, time and wasted effort
Crisis communication in Education Institutes

1. Build a trusted communications team
2. Map out potential responses in advance
3. Make use of social media and internet
4. Assess the situation efficiently
5. Remain compassionate
Crisis communication in Education Institutes

1. Build a trusted communications team
   ✓ You need a core team of trusted individuals to handle communications in the event of a crisis.
   ✓ Identify and build a PR team that proves they know how to respond by delegating roles and asking them to develop a solid plan based on expected responsibilities.

2. Map out potential responses in advance
   ✓ Education institutes wont have time to think about how to respond when a crisis occurs – you need to be prepared in advance.
   ✓ Mapping out potential responses to different scenarios allows you to be proactive and develop the most effective solution before the problem arises.
Crisis communication in Education Institutes

3. Assess the situation efficiently

✓ Communicating in a timely manner is critical, but only when Institutes sharing the right information.

✓ Once the final statement is ready release it to the individuals that it directly impacts, such as the faculty, staff and students, followed by family members and community off campus.

✓ Using an effective media monitoring system can alert Institutes quickly to what the public is saying about the situation, which can help you craft an appropriate response.

4. Make use of social media and internet

✓ Social media can be an effective and efficient communication tool during a crisis.

✓ When creating communications team, make sure it has to assign social media management to one or two specific people. These individuals should have access to campus social media accounts, as well as other mass notification systems, and understand when it’s appropriate to make use of them.

↓ Latest update: Practical instructions for the exceptional circumstances from 18 March to 13 April 2020
↓ Exceptional situation
↓ Communication by Officials
↓ Entrance examinations
↓ University buildings
5. Remain compassionate

- It’s important to remember to be compassionate after institution experiences a crisis.

- Everyone handles critical situations differently, and the university stakeholders need to keep the feelings of the members of the community in mind when dealing with the situation and releasing sensitive information.
Working Together