



Leading Schools in the COVID-19 Era: What have we learned so far?

Pamela Osmond-Johnson
Ann Lopez
Jackie Button

Panelists



Dr. Ann Lopez

Associate Professor of
Educational Leadership and
Policy Studies at the Ontario
Institute for Studies in Education



**Dr. Pamela
Osmond-Johnson**

Associate Professor of
Educational Leadership and
Associate Dean, Undergraduate
Programs



Dr. Jackie Button

Vice-Principal
Abbey Park High School
Oakville, Ontario





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Agenda

- I. 1:05-1:15: Changing Landscapes - Workload and Advocacy (Pamela)
- II. 1:15-1:25: Maintaining a Focus on Equity (Ann)
- III. 1:25-1:35: Reflections on Practice (Jackie)
- IV. 1:35-1:40: Final Thoughts (Ann)
- V. 1:40-2:00: Q&A with audience

Purpose

What has been learned so far about leading schools through COVID-19?

How do we ensure equity and social justice don't get lost along the way?





Changing Landscapes: Workload and Advocacy Issues

- Educational leadership was already at a crossroads (Harris, 2020)
- COVID-19 has exacerbated these issues and created new dilemmas
 - “Fuzzy” policies; “plugging gaps in guidelines”
 - “Stuck in the middle”; accountable for policy they didn’t create
 - Worried about the social-emotional well-being of others
- Principal organizations
 - PL and Support Programs, opportunities to share challenges and solutions
 - Public Advocacy
 - Research Partnerships to document struggles and success
- COVID-19 doesn’t exist in a vacuum; other social inequities continue to be ignored and need to be at the centre.



Maintaining a Focus on Equity and Social Justice



- Educational Leaders Balancing Many Variables

- Educational Leaders Keeping Equity at the Centre of Practice
- Well-Being as Equity - Students, Community & Educators
- Support Educational Leaders to Sustain Equitable Practice
- Leading to dismantle the status quo is exhausting
- Relationships

Action

- Resources
- Critical Friends
- Address White Supremacy in Policy



Reflections on Practice

Challenges

- Communication
- Top-down implementation
- Flexibility vs. Equity
- Timelines

Opportunities

- Learning, growth, development
- New leaders emerge
- Openness to change (system, school, community)

Supports

- Colleagues
- Relationships
- Valuing time



Moving Forward: Continuing to Reflect



- What if instead of returning to “normal”, we dig deep, seize the “teachable moments” around systemic inequities, and embrace the potential of new, more just framings of teaching, learning, and schooling?

Contact Us



Dr. Ann Lopez

Ann.Lopez@utoronto.ca



[@DrAnnLopez](https://twitter.com/DrAnnLopez)



Dr. Pamela
Osmond-Johnson

osmondjp@uregina.ca



[@PamelaOsmond](https://twitter.com/PamelaOsmond)



Dr. Jackie Button



[@DrJackieButton1](https://twitter.com/DrJackieButton1)

