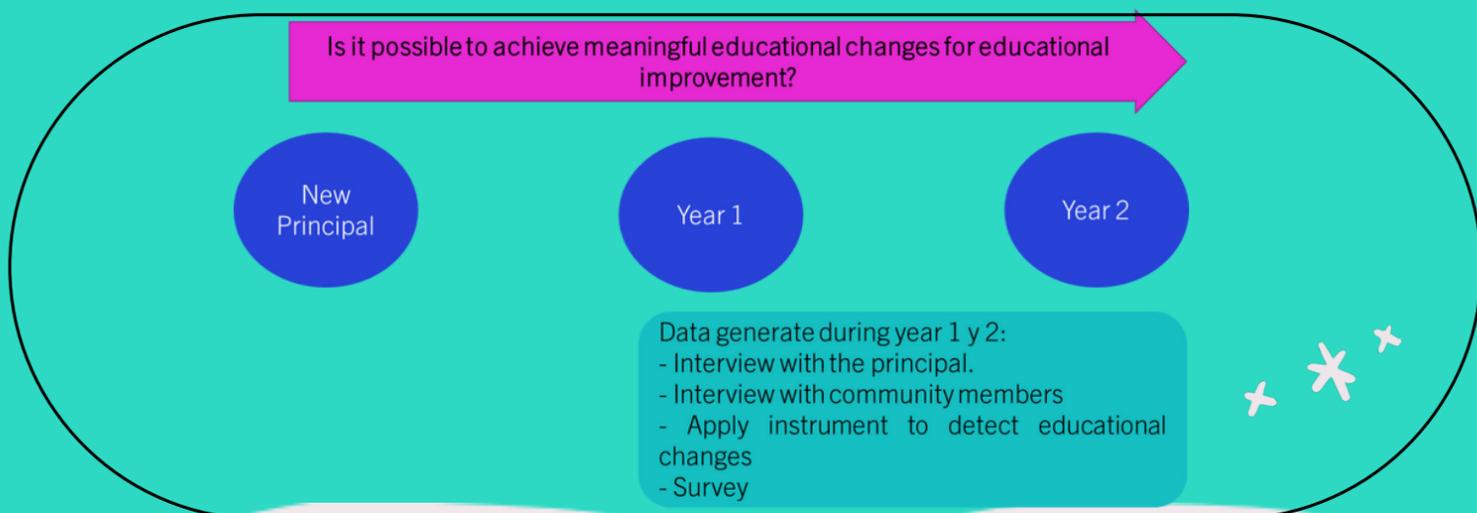


The value of leadership practices and a systemic approach for the improvement of education in the most challenging contexts

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Objective

Identify the main challenges and leadership practices of headteachers to cope with COVID-19 in 8 schools categorized as insufficient by the Chilean Quality Agency during the two years of the pandemic (2020 and 2021).

Methodology

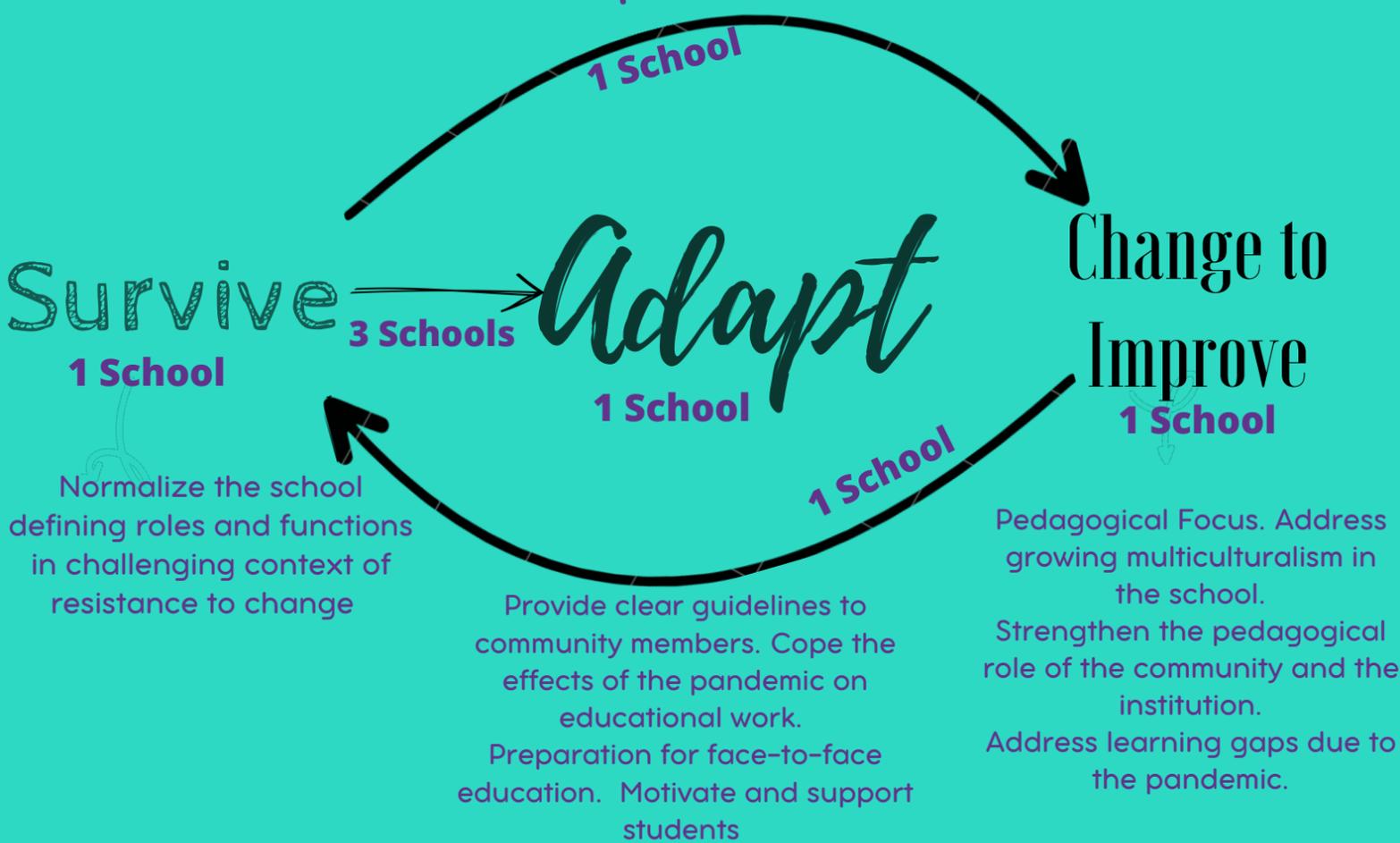
Instrumental multiple case study (Stake, 2005)

8 insufficient schools during two years.

Semi-structured interviews with headteachers, participant observation.

Thematic content analysis (Cáceres, 2003)

Findings: 3 types of leadership emphasis styles during the pandemic



Conclusions

Headteachers that invest more time on supporting the professional capital of their own teachers and "read the context" as an opportunity of improvement perceive significant changes and define new challenges in the second year. Besides the individual differences among the headteachers, the middle leader plays a significant role in the opportunity and possibilities of changes, which on the context of crises, such as those posed by COVID-19 is even more relevant.