Understanding educational leadership during times of crises: A scoping review

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The COVID-19 pandemic has had an unprecedented impact on school leaders’ day to day realities. This changeable context has replaced the familiar roles and responsibilities with duties, concerns and situations that, prior to this crisis, were unimaginable. Such circumstances align with the argument that educational leadership in times of crisis entails a set of skills and attributes that are different to those used on a routine basis. While field of educational leadership research has developed and examined a variety of models and theories, the notion of educational leadership during times of crisis has not previously attracted a significant amount of attention amongst scholars. Given the circumstances surrounding COVID-19, it seemed timely to consider this relatively understudied topic. Accordingly, a scoping review of empirical research was completed. This review aimed to understand how school leaders and staff have managed and responded to crisis across different contexts. Given the limited amount of attention on this topic within the field of educational leadership our paper provides insights on this phenomenon and the extent to which it is different from other educational leadership theories and models.