

GUIDE TO LEADERSHIP FOR REMOTE LEARNING

4 Challenges and How to Address Them



INTRODUCTION

It's absolutely essential that school leaders continue to work with their school communities to refine and strengthen plans that can be quickly implemented as remote and hybrid learning continues.

This resource features new templates and organizers from author Barbara Blackburn designed to provide a structure for leaders to reflect and take action on the four issues outlined in the included book chapter, "Challenges and Concerns Related to Remote Learning and Leadership," from [Leadership for Remote Learning: Strategies for Success](#).

This chapter looks at ways to address four primary challenges: How to react to a crisis? How to handle resistance from teachers? How to work with a limited budget? How to communicate and collaborate with parents and families?

Learn how to navigate the change process, adapt leadership and keep motivation alive in a remote learning setting or hybrid school with practical strategies and tips you can implement immediately to help your school and community flourish in a remote learning environment.



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<i>From Leadership for Remote Learning: Strategies for Success</i> by Ronald Williamson and Barbara R. Blackburn	



As you navigate the challenges and concerns related to remote learning and leadership, it is helpful to reflect on each and plan specific actions. These templates and organizers provide a structure for you to do so.

HOW TO DEAL WITH A CRISIS

ACTION PLAN

How will I...	Your Plan
Engage Stakeholders	
Identify the Issues and Gather Data	
Assure a Common Base of Information	
Anchor the Plan in My Vision	



DEALING WITH TOXIC TEACHERS

Toxic Teacher(s):

Main Issue(s):

Best Strategy/Strategies for Addressing the Situation

- Dig Deeper
- Provide Direct Feedback
- Explain Consequences
- Understand that Some People Don't Change
- Document Everything
- Isolate and Immunize
- Don't Get Distracted

Specific Strategies I Will Take to Implement the Strategy/Strategies:



WORKING WITH A LIMITED BUDGET

Reflect: Are there any overall areas I think I can address to reduce my expenses?

Strategy	Specific Actions
Reduce	
Refine	
Reprioritize	
Regenerate	



COMMUNICATING WITH PARENTS AND FAMILIES

What We Are Already Doing that Works:

Our Specific Challenge(s):

How Might One of These Strategies Help You Achieve Your Goal?

Connect

Link to Our Goal:

Specific Actions to Take:

Inform

Link to Our Goal:

Specific Actions to Take:

Encourage

Link to Our Goal:

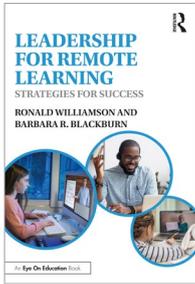
Specific Actions to Take:

Overall Reflection: Where do you want to begin? Prioritize your biggest challenge or area of growth and start there! Be sure to list specific actions you and your leadership team will take.

CHALLENGES AND CONCERNS RELATED TO REMOTE LEARNING AND LEADERSHIP



Excerpted from *Leadership for Remote Learning: Strategies for Success*



The following is excerpted from *Leadership for Remote Learning: Strategies for Success* by Ronald Williamson and Barbara R. Blackburn.

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LEADERSHIP CONCERNS

- How do I react to a crisis?
- How do I handle resistance from teachers?
- How can I work with a limited budget?
- How do I communicate and collaborate with parents and families?

Let's look at ways to address each issue.

HOW DO I REACT TO A CRISIS?

No one can predict what the rest of this school or the next will look like. Every state has its own guidelines and requirements.

As this book is published, the instructional model for many schools remains uncertain. It's unclear when instruction will return to the traditional face-to-face model, or whether it will continue remotely or be a combination of the two.

What many educators anticipate is that remote learning is not going away. It will continue to be a part of the educational landscape, and school leaders need to begin to think of it as part of the "new normal."

It's absolutely essential that school leaders continue to work with their school communities to refine and strengthen plans that can be quickly implemented if remote learning continues. As we talk with principals and teachers, we've learned that four things are essential as you do your planning.

Step 1: Engage Stakeholders

One thing is certain. A principal or other school leader can't anticipate everything that needs to be done to successfully to teach remotely. So we suggest that the first step is to engage members of your school community. Most schools already have a school improvement team or other shared decision-making group. We encourage you to convene that group to help identify the issues and plan your response. Be sure to include teachers who have experienced the first round of remote teaching.

It's also important to include parents and other family members. Make sure that every segment of your school community is represented. That includes families who may not have the same access to technology as your most affluent families and families who may be experiencing challenges in the current economy.

The key is to create a group that will engage in open, honest discussion of the issues, provide you with thoughtful feedback and help to chart the path forward.

Step 2: Identify the Issues and Gather Data

You've probably a long list of things to do, and you've likely identified some things that need to be improved. But we suggest that you work with the group to find out "what worked" and "what didn't work."

The path forward is clearer when you've identified any barriers and plan carefully for addressing them. In many schools distribution of technology to students and providing access to buildings to retrieve belongings are major logistical issues. Talk

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with your teachers and with families about how you might handle this issue in the future. There are countless other issues.

One way to gather data and insight into launching remote learning is to invite families and staff to participate in online chats. Many of us are tired of Zoom meetings, but Zoom, or another technology, provides a way to have a meaningful conversation with groups of families or with your staff.

Limit the size of the group so people can talk. Hold multiple sessions. Listen intently. Don't be critical. Not everything worked well. People understand the urgency of what happened, but they will appreciate the chance to shape future plans.

Another strategy is to conduct an online survey about your program. We encourage you to include an open-ended question where teachers and/or families can add items that may not be mentioned in the survey. Once you've identified the issues you can get to work designing plans to address them.

Step 3: Assure a Common Base of Information

In many communities a major issue was how rapidly things changed, and access to accurate, up-to-date information was often spotty or inconsistent. Because most families balance work schedules with school and other activities, people crave information that will help them plan. So anything you can do to put in place mechanisms for up-to-date, accurate and timely information is critical to success.

Most schools have websites and use social media (Facebook, Twitter, Instagram) to share information about school activities. Make sure you have a plan for routinely updating those sites and assuring that the information that is posted is accurate. One parent described it as "a one-stop shop" for information.

Ron talked with a group of principals about communication, and they all were concerned about inaccurate posts and rumors that were spread on social media. One middle school principal said she regularly joined neighborhood social media groups like Nextdoor (<https://nextdoor.com>) just to "listen in" on the conversation. She said it was like "an early warning system" that alerted her to issues that were bubbling in the community and what people were talking about.

Regardless of the way you communicate, it is critical that it be monitored and managed. Monitor comments. Keep the content current and fresh. Just because the physical school is closed shouldn't mean content goes stale and is not refreshed. One principal was concerned that people reported "school was closed." He said, "We're not closed, we've just moved online."

Step 4: Anchor the Plan in Your Vision

Regardless of the plans you develop, it is critical that your school continues to align every decision with the school's shared vision. A clear, compelling vision can sustain organizations during challenges like a move to remote learning.

In addition to the school's shared vision, think about your own personal vision. What values and beliefs do you hold that should not be compromised if your school operates in a nontraditional way?

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In most school communities a strong vision includes a real focus on social equity. How do you assure that every child has access to the resources for success when learning remotely? How do you support families when parents must work outside the home and aren't present to support their children's learning? How do you assure that your teachers, and other staff, have the resources needed to support students and families?

Those are critical questions, fundamental to the success of every student. But they are also issues that can be neglected in the rush to remote learning. A more intentional, deliberate plan will almost assuredly address these issues.

What If . . .

In my situation, the crisis came on quickly, was fueled by misinformation from other people and resulted in parents panicking. The best I could do was clean up the mess. What could I have done differently?

This was a common scenario. Almost everyone, teachers, principals and particularly families, were caught off guard with the swift transition to remote learning. Hindsight is always helpful and particularly true in this case. We believe that principals should always be scanning their environment—in this case, news reports on the rising health crisis—and anticipating what may need to occur. That allows you to do some initial thinking about how to respond. It's a more active approach rather than reactive. We also think it's helpful to continuously monitor social media and other news sources to hear what misinformation may be bubbling up. It's almost like an early warning system. Monitor and then get accurate information out so that you are seen as the most accurate source of information on the issue.

HOW DO I HANDLE RESISTANCE FROM TEACHERS?

One of the biggest challenges you may face is the resistance that emerges from teachers about remote learning. Some insist on returning to face-to-face instruction. Others demand that remote learning continue to protect the safety of students and staff. It may manifest itself through the voice of a single, highly vocal, resistant teacher or more subtly through the chatter from a small group of teachers or other staff.

Understand the Resistance

Not everyone who has concern does so because of ulterior motives. Often there is a conflict between their personal beliefs and values and the proposed changes. In one Michigan district teachers were resistant because decisions about continuing remote learning for the coming year were made in isolation by a team of school administrators. They felt that their voices were not respected and not heard, and there was inadequate consideration for the things teachers learned from the quick transition to remote learning that occurred last spring.

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While some people resist just to resist, most are not that way. They are genuinely concerned about what is proposed. They either don't see the value in the change or they have concerns about how successful the change will be. With remote learning, a major consideration is student and staff safety, as well as access to quality instructional resources. Leaders need to recognize the diverse feelings and concerns when you begin to work on any change. Individuals progress through the stages in a developmental manner. Everyone will not move at the same pace or have the same intensity of feeling.

Personal concerns about knowledge of the plans often characterize the first stage. But as you launch remote learning it's likely that significant management concerns will emerge. That can include the online platform, the balance of synchronous and asynchronous learning or online attendance problems with students. Once you're under way, teachers will become more interested in the effects of the change on students and their learning.

Handling the Toxic Teacher

Occasionally, there is one individual who resists in a way that can disrupt the entire school and detracts from the work of other teachers and staff. They're often toxic because in addition to causing disgruntlement in the workplace they spread their disgruntlement to others.

What a Leader Can Do

Here are seven steps experts recommend for managing the toxic employee (Gallo, 2016).

- **Dig Deeper**—Always take a close look at the behavior and what might be causing it. It may be because of factors outside of school or unhappiness with a colleague. Individuals and families have been affected by the pandemic in ways that are often not apparent. Another family member may have been furloughed, a relative may be hospitalized or they may be struggling with Internet access when four or five family members are online at the same time. This information may be used to coach the teacher and guide your response.
- **Provide Direct Feedback**—Toxic employees may be oblivious to their behavior and its effect on the school and other employees. Porath (2016) suggests that they may be too focused on their own needs, and it may be necessary to let them know how annoying they are. Be explicit and cite examples. Just don't dwell on it and allow them to control the conversation. Interestingly, Porath found that 4% of people engage in this kind of behavior because they think they can get away with it and they think it is just fun.
- **Explain Consequences**—Let the teacher know about the costs of their continued behavior. It may mean the need to change their schedule or assignment or even transfer or dismissal. In some states nontenured teachers can be dismissed without providing a reason.

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- **Understand That Some People Don't Change**—It's always good to be optimistic and to support and encourage employees. But that doesn't work with everyone. If that's the case, you may need to talk with your human resources office about next steps.
- **Document Everything**—As with all personnel issues, be sure and document all of your conversations, your meetings and suggestions for improvement. This is particularly important if using Zoom or other video conferencing software. This helps to establish a pattern of behavior.
- **Isolate the Toxic Person and "Immunize" the Team**—If the toxic behavior persists and the person remains in your school, you can isolate them and minimize their impact. You can change their assignment, schedule fewer meetings and lessen the contact with colleagues. If other employees come to you about their toxic colleague, hold one-on-one conversations but be discrete and coach them on how to minimize contact and interaction.
- **Don't Get Distracted**—Finally, a toxic teacher has a way of consuming your time and energy. Don't allow that to happen. Find time to counteract their behavior by working and interacting with employees who are supportive and engaged. And, of course, take care of your own work– life balance, something discussed earlier in this chapter.

FOCUS ON STUDENTS

It seems so obvious to always think about students first. But we've found that when complex and difficult issues arise, student interests are often secondary to the interests of teachers, parents or the community. Part of the problem is that everything that people want to do is always described as being "in the best interests of students." Often diametrically opposed ideas are described that way.

William Roberts, principal of Los Altos High School in Hacienda Heights, California, talked with Ron about how he handled challenging teachers. He said that he always asked his staff, "How would you want your child to be treated? What would you want their program to be like?" He found that for many of his teachers those questions forced them to consider the needs of their students through their perspective as a parent. It changed the conversation.

HOW CAN I WORK WITH A LIMITED BUDGET?

No school is immune from the need to adjust their budget in response to the pandemic and remote learning. Schools are caught between expectations for quality instructional programs and the reality that there may be fewer human and financial resources to support the program. At the same time there is almost a universal need for improved technology, enhanced curricular and instructional software including a platform for delivery of the program, and expenses related to safety and cleaning as you prepare for the return to a face-to-face program. Almost universally, the issue is one of how to be both efficient and more effective.

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The Four “Rs” of Resource Management

Most schools have learned that reducing every program a little isn't very effective. You simply can't use that approach to find the resources you will need to reallocate. It may be necessary to focus on fewer things and do them really well.

What's clear is that everything must be on the table—the way a school uses technology, time, space, instructional materials and personnel. Protecting learning opportunities for children must always be the highest priority. Especially important is that the voices of children and families most in need be heard in all of our decision-making processes.

Four approaches to managing the budget have been identified, the “Four Rs”—Reduce, Refine, Reprioritize and Regenerate (Johnston & Williamson, 2014). Many of these approaches are not easy and may not be enthusiastically embraced by staff, parents, students or even community leaders. But they are most successful when made in a collaborative and inclusive environment, one that welcomes open debate and values consensus building. The dilemma for many schools is that the move to remote learning occurred quickly, demanding rapid decisions and allowing little time for discussion or deliberation.

1. REDUCE

Reductions are often the most common response to declining resources. If necessary, cuts should be made in a fair, reasonable, transparent and humane manner. Reducing the budget most often involves freezing current spending, making across-the-board cuts, identifying targeted reductions or eliminating programs.

Reducing budgets is something no one likes, but almost everyone understands. What people want is information about the impact it will have on them, their programs or their children. We believe good fiscal decision-making has several elements that you should use when making choices to reduce the budget.

- **Provide High-Quality Information**—Help people understand the problem, steps taken to soften the effect and the data used to make decisions.
- **Have a Consistent Message**—People rely on those they trust (including social media friends) for information and not necessarily school leaders. Invest in “internal public relations” to make sure everyone in the school has the same information and the same message about reductions or reallocations.
- **Maintain Confidentiality**—Be careful what you say and to whom you say it. If reductions target a program or specific personnel, don't let a leak reveal the information first.
- **Address Key Issues Directly**—Deal with real concerns as soon as possible. Everyone wants to know if they will lose their job. Make sure messages are accurate and lessen rumors and anxiety.
- **Don't Make Promises**—Statements made early can feel like a commitment, and trust will be damaged if your “promise” can't be kept.

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- **Value Dissent**—Recognize that dissenting opinions are always uncomfortable but important. They can reveal problems that weren't thought about, and they can give you clues about the resistance you may encounter.

2. REFINE

Schools can also reorganize, streamline or improve efficiency without cutting programs. The focus is finding the most efficient way to achieve goals rather than making a fundamental change. The Annenberg Institute for School Reform (Barnes, 2004) suggests four areas where refinements work best—human resource use and development, school organization, fiscal and technical resources and social resources.

- **Human Resource Use and Development**—There are several general strategies that you can consider to refine the human resource mix in your school (Petrilli, 2012).
 - Ask teachers to take on additional responsibilities for additional pay rather than hire additional staff.
 - Reduce ancillary positions or specialized personnel.
 - Trade down by getting services for lower cost. For example, use county health personnel rather than school nurses, or partner with the local library rather than hire media specialists.
 - Invest in staff by cross-training so teachers can teach in more than one area.
- **School Organization**—Take a look at how your school is organized. Increasing social distancing and reducing class size will affect staffing. An elementary school in Mukilteo, Washington, reallocated a physical education teacher, a music teacher and an art teacher to general classroom positions in order to meet reduced class size goals.
- **Fiscal and Technical Resources**—Spend money on things that work and stop spending money on things that don't. That may require a tough examination of past practices and a willingness to abandon things that have been in place for a long time. Assure that your technology strengthens and enhances the program. Some schools teach foreign language using Rosetta Stone or some other online software system rather than a traditional classroom. Or arrange online tutoring from low-cost college students, retirees or volunteers to supplement your classroom teachers.
- **Social Resources**—Community assets are a tremendous resource. Partnerships are ways of using community assets to increase your resources. Think about potential partners in your community and devote time to cultivating relationships that can benefit your school.

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3. REPRIORITIZE SCHOOL GOALS

This is perhaps the most complex of the four strategies because of the need to think deeply about the school's mission and values and which activities are most closely aligned with the mission. Rather than tinkering with programs, reprioritizing reconsiders whether to maintain programs that don't align with the school's mission. While an important strategy, reprioritizing can be a challenge when moving quickly to a remote program.

There is no single process that makes reprioritizing easy. Rethinking some of a school's fundamental operations can lead to new priorities. In many districts that has included thinking about a four-day week, even greater use of technology including continuing online options for parents after the pandemic and online professional development. Other funding from local, state or federal grants may help pay for some programs or services. When reprioritizing, it is important to use a process that is inclusive of all interest groups, that is focused on building consensus and that values disparate points of view.

4. REGENERATE

Generating additional resources or finding new sources of funds can support the move to remote learning. Additional funding can come from business or community partnerships, school foundations, grants, fees and entrepreneurial activity.

- **Business Partnerships**—Many local businesses have an interest in supporting the local schools. They may be able to provide support for specific programs. Quicken Loans, a Detroit-based company, funded procurement of tablet devices for distribution to students. A restaurant group in suburban Seattle provided sandwiches and other food to supplement the elementary school lunch program in several districts. They are most successful when there is a mutually supportive relationship and the partners commit themselves to specific goals and activities clearly linked to benefiting students. While additional resources are good for a school, they are also good for a business that may have enhanced goodwill and a stronger presence in the community.
- **Community Partnerships**—Community partnerships bring together the resources of local businesses, service clubs, nonprofit agencies, volunteers, churches, colleges and universities—almost anyone with an interest in children and young people. They are a powerful social resource that schools can tap into to support their educational programs. One service club in the Columbus, Ohio, area provided technical support to help families resolve problems with Internet access.
- **School Foundations**—Many schools and school districts create their own foundations to support educational programs. Many of those foundations are reallocating their resources to support school needs when they move to remote learning.

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- **Grants and Entrepreneurial Activity**—You can become much more aggressive in seeking grants and contracts. This is a more long-term approach but can often secure funding for innovative programs, especially those involving technology. A consortium of five small Oregon districts shared the costs of a grant writer and by the end of the first year found that the new grants justified the grant writing expense.

HOW CAN WE COMMUNICATE AND COLLABORATE WITH PARENTS?

Partnering with the parents and families of your students provides advantages to you, your students and their families. Families will have a better idea of what's happening in school, which also allows them to help support their son or daughter at home. Students benefit when they receive encouragement at home. And teachers and leaders benefit when learning is reinforced and supported by parents and families.

Communicating and working with parents and families is a particular challenge in a remote learning setting. It's still our responsibility to connect with parents, and the benefits outweigh any costs in terms of time. There are three ways to partner with parents.

1. CONNECT

Many parent and family partnerships are destroyed before they start because the teacher believes it is someone else's responsibility to prompt a connection. This was exactly the attitude of my former colleague, who told me, "If a parent doesn't contact you that is great. Just lay low and you'll be able to do what you want." If you believe it's the responsibility of parents and families to communicate and/or follow up with you, that attitude comes through when you talk with them. Connecting with parents is not an extra job; it is part of your job. There is no way you can truly help your students be successful without the support of their parents.

Connecting With Parents

Learn their names.

Always begin with a positive comment. Avoid blame.

Share good news regularly.

Ask them to help you understand their son or daughter. Ask for input with selected decisions.

Hold virtual open houses.

Hold virtual teacher conferences.

For many families it is a hectic time juggling their own work schedules and their children's remote learning. School leaders often use video to get out messages directly to families. Rather than send an email, send a short self-recorded video updating families on your remote learning plan. Keep the videos short but make them informative and useful.

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2. INFORM

Next, keep your students' parents and families informed. Too often, problems occur when there is a misunderstanding. You'll want to communicate detailed information at the start of the year, then provide ongoing material throughout the year. How much? That depends on your situation, the parents and families and your students.

What types of information should you share? That is typically determined by what you want to accomplish. Some parents need more detailed information; others need very little. As we talked with parents who were adjusting to the new "remote reality" from COVID-19, they shared a variety of comments.

I'd like to know how to prioritize if we don't have time to do everything.

What is the best way for me to help my child? How do I know I am doing the right things?

How will I know if my son or daughter is successful?

As you read their comments, you are probably thinking about information you should provide. One of the goals of parent communication is to provide details about the most critical aspects of remote learning. There is standard information parents and families need, such as contact information for the school district, local schools and IT support. They will also need to know how to contact you and your teachers, as well as your office hours.

Distribute the information widely, using traditional and social media formats so that families are familiar with it. Always publish the information in major languages spoken by students and their families. You'll also want to give them general information that will be helpful throughout the year.

General Tips for Parents

- Encourage your son or daughter to give 100% at all times but understand when the stress is simply too much for him or her and it's time for a break.
- Reinforce concepts and habits the teacher is trying to build. If Jonathan is learning how to multiply percentages, have him help you calculate the sales tax of a grocery or online order.
- If possible, create a designated quiet, well-lit environment at home with all of the materials necessary for completing school tasks (extra paper, scissors, pens, pencils, pencil sharpener, a dictionary, markers, highlighters, a ruler, calculator, index cards, etc.).
- Prevent brain freeze—allow your son or daughter to take a short break every 30 minutes or between tasks. Taking time to move around during that break is beneficial. It's also okay to take longer breaks periodically if needed.
- Be careful not to give answers; instead, offer advice about where to look for an answer.
- Follow the schedule and guidelines provided by the teacher. If you need to, ask the teacher for help prioritizing tasks for your son or daughter.

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In addition to providing general tips for parents, you might consider creating information sheets about key topics related to your specific content. Develop clear, step-by-step instructions on the use of your platform and the online tools used most often by students. Many students will be adept at their use, but others will struggle. Many districts have a location on the first page of their school's website that links to the instructions or short video tutorials. You can distribute them via your school's website, through social media or in paper format. Always include how to connect with someone for additional technical support if needed.

Sample Topical Tip Sheets

Problem-Solving in Math.

How to Read Online.

Searching for Information Online.

Participating in Zoom (or other appropriate technology tools).

Another option is a virtual family academy. Schools have long hosted parent events designed to share information with families. They've adapted this strategy during remote learning and host online events like "Digital Parenting 101" designed to educate parents on the platform, apps and online system. Another district held a parent academy about using the mandatory EdTech tools their children would be using. You can record the meetings and make them available online for parents who are unable to participate. You can post the videos on easy-to-use platforms like YouTube.

3. ENCOURAGE

Encouraging parents and families is also a critical part of building a relationship, and it is especially important during remote learning. Most of the parents we spoke with said they needed even more encouragement during remote learning. See if you have heard any of these comments.

Parents' Comments

How do I get started?

I'm not sure if I'm doing the right things.

I am overwhelmed! I don't know what to do next. How do I know what is most important?

Providing information responds to some concerns, but just as students need encouragement, so do their parents and families. Some parents are working at home and trying to help their sons and daughters; some are working and cannot help until the workday ends; and some have multiple children and are just overwhelmed. And, just like students, some need more encouragement than others. As you build relationships and communicate regularly, you will know when

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and how to encourage parents and families. Much of your encouragement will be comments that praise what they are doing well, as well as sharing suggestions in a supportive manner. Your words and any non-verbal cues will make a difference to them. You can use video messages, chats, emails, phone calls, social media or “snail mail” for encouragement.

Although we’ve discussed providing information to parents and families, there are times that ongoing information can be encouraging. For example, the video “A Parent’s Guide to At-Home Learning” (<https://youtu.be/p9CdQFnt79I>) is a motivating boost for families.

What If . . .

These are great tips, but how do I handle a resistant parent or family? I’ve tried everything, and I am just frustrated.

Start by recognizing that some families are just not going to be happy with remote learning. Let’s be honest: remote learning leans heavily on parents to help with the education of their children, disrupts routines and may affect parents’ work schedules. Not every family has the resources to provide daycare or to acquire all the technology and other materials (think desks) that might be needed. Be careful not to label it “resistance” when it might be other issues. Check with the child’s teacher to see if they have insights that might be helpful. If you’ve talked with the family, listened carefully to their concerns and if they’re still unhappy, give yourself credit for what you’ve done. Talk with a colleague about additional options. Sometimes we just have to acknowledge that there are people who will continue to resist.

A FINAL NOTE

You will face specific challenges as you lead change in a remote learning setting. Knowing how to react to situations, support your personnel, deal with negativity, manage your budget and communicate with parents and families will support your efforts.

POINTS TO PONDER

How does this information apply to my current situation?

What are two to three key points to remember? What is one action step I would like to take?

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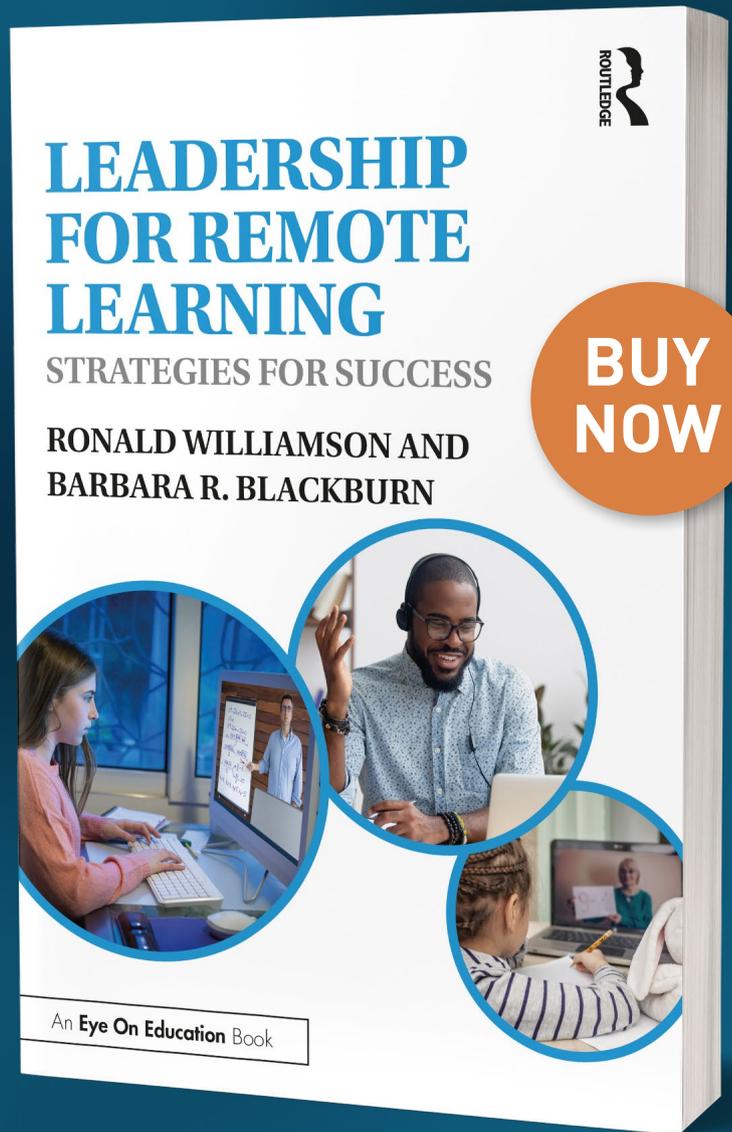
With *Leadership for Remote Learning: Strategies for Success*, learn how to adapt leadership and keep motivation alive in a remote learning setting or hybrid school. In this essential book, bestselling authors Ronald Williamson and Barbara R. Blackburn share frameworks and tools you can use to immediately make a difference in your school. You'll learn how to do the following:

- **Navigate the change process in remote learning**
- **Maintain a collaborative remote learning school**
- **Address equity issues in remote instruction**
- **Communicate effectively across online platforms**
- **Provide essential professional development remotely**

The chapter coverage ranges from school culture, to collaboration, to instructional leadership, to focusing on your own effective leadership. You will gain practical strategies and tips you can implement immediately to help your school and community flourish in a remote learning environment.

“ Overall, this book is worth reading regardless of crises like the COVID-19 pandemic, because remote learning is becoming a viable alternative to traditional instruction during times such as inclement weather or natural disasters, when students are unable to attend school physically. Each chapter includes workplace scenarios that school principals may encounter, which helps readers develop a sense of reality by immersing themselves in real workplace situations. ”

- Ahlam Lee, Teachers College Record



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