



Educational Leadership in a time of permacrisis.

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The purpose of this paper is to present a leadership framework for school leaders in a time of permacrisis. Permacrisis is defined as an extended period of instability and insecurity, especially one resulting from a series of catastrophic events. It encapsulates the feeling of living through a period marked by multiple, overlapping crises. We argue that while permacrisis mostly refers to the global events like pandemics and wars, school education is also experiencing its own version of permacrisis. Examples include teacher shortages and burnout, funding and resource constraints, curriculum and assessment challenges, mental health and well-being, and the digital divide. These challenges are interconnected

We offer 'Leadership Domains and Capabilities Framework' to meet the new challenge of permacrisis. It consists of seven domains: understanding the context, setting direction, developing the organisation, developing people, improving teaching and learning, influencing, and leading self (Drysdale & Gurr, 2017). The framework is drawn as three circles. We place student learning as the centre circle. In the middle circle are the seven domains that leaders will use to support student learning. In the outer circle in support of each domain, we identify new set of capabilities to meet the challenge of permacrisis.

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