Discovering the Need to Apply Leadership Strategies in Digital Education

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Abstract

The pandemic generated by the appearance of the new coronavirus SARSCOV-2, had an extremely strong impact on education, seriously affecting the entire education system remains global, thus generating the emergence of a new model of education: Digital Education.

The purpose of this paper is to highlight the difficulties encountered by teachers in the educational process, in a new alternative to education, namely digital education exclusively. Our proposal is also to emphasize the importance of knowing the correct leadership strategies and their application, so necessary in such a period with major changes in education.

1. Introduction

The adoption of this educational alternative has generated unique situations among teachers who have had to deal with a situation not practiced before in the history of pedagogy, exclusively online education. The necessary resources, attracting students, finding didactic solutions to be able to continue the education of students, highlighted the special need to apply teacher-leader strategies.

2. Theoretical background

What we propose to highlight in this article does not offer a solution to solve the impasse in which online education is lost, but I can try to emphasize that with the emergence of this educational alternative, there is a need to change the training of teachers who would should, in my opinion, be seriously oriented towards leadership.

2.1. The importance of transforming a teacher into a leader

The unique, serious situation in which the teachers found themselves, revealed features, skills, visions and reactions extremely close to those of a true leader, forced to defend, to continue, to encourage, to maintain the education in - a difficult situation with few teaching aids.

In the literature the leader is referred to as the person who has authority and influence in a group,(Limbos,1996) is also appreciated as being the one who trains other people to achieve goals, are appreciated as people who motivate, establish clear, precise responsibilities that creates events that are likely to stimulate energies. (Peretti, 2011)

The leader is an agent of change that involves a critical analysis of his own motivations, the leader must make a rigorous analysis of the forces favorable to change and the results. Talents are cultivated through practice, but talent itself is not reduced to practice. Study must accelerate learning. "Leaders are made, not born," says W. Bennis, president of the California Leadership Institute, and his "Becaming a Leader" work believes that leadership skills and abilities can be learned. (Vagu, 2006)

What teachers have done during this period, in which they have learned how to use technology almost exclusively to continue education, keeping students' interest in the school alive, progressing, can be interpreted as the first steps taken towards leadership, which easily brings them closer to a kind of leader.

The major decisions they had to make in the shortest time, so as not to accumulate huge losses in students' education, due to the lack of physical presence in schools, and by finding the fastest and most accessible solutions for students to communicate, work and progress, outlined the profile of a leader.

The improved qualities and leadership traits can be appreciated among teachers, they have developed and with the maintenance of relations of cooperation, collaboration and mutual support with students' families, some hard tried by this pandemic, but also with public and private institutions. by trying to obtain the materials and teaching aids so necessary to continue learning online.

Another fundamental feature of a leader, developed quite quickly by teachers, was to discover together with subordinates, solutions, methods and ways to progress and achieve their goals.

Also, through the influence exerted on the organization, behavior specific to leaders, which produce changes in behavior, attitude, feelings, etc (Miner,1973). Another individual, teachers maintained reactions among members of the organization, created clear goals that followers set and tried to overcome the stalemate in which the entire education system found itself. The power to focus on the proposed goals, to adapt and react to change, to instil in others a positive attitude about the opportunities that change brings, leads teachers as close as possible to the term leaders. (Vagu,2006)

2.2. Leaders in the digital age

Although, a challenge, especially in the beginning, digital pedagogy, it can be said that it also had some benefits for teachers, who found support for a variety of teaching strategies, facilitating access to resources, supporting continuous professional development, as well as for students who found support for a variety of learning strategies, they were also allowed to choose the pace of learning by supporting the development of 21st century skills.

A school community in which employees leave their competitive attitude to share their learning experiences, the steps that led them to success, respectively the situations - problem that remained problems is an active learning environment, focused on the needs of individuals learning community.

Members of a learning organization actively participate in learning not because it is required of them by the authority or imposed on them from outside, but because they want to explore the situations listed by mutual agreement on the group's agenda.

Learning organizations cannot be forced to exist; the pressure exerted by the authority (inspector, director), as the holder of the correct, unique information, as well as the pressure exerted by the continuous provision of ready-to-digest information, explained blocks, paralyzes the active learning of the group.

The school encourages, through rules and procedures established by consensus, through freely assumed responsibilities and roles, through procedures and tools for monitoring and evaluating the process - a different type of intelligence than traditional educational approaches; Instead of resorting to recognizing knowledge or manipulating details, the school focuses on the participants' ability to learn, to understand the situation - the problem they face.

Most teachers and students are interested in learning useful and relevant information and practicing skills as needed.

Teaching that integrates skills training and development with a relevant context is known as contextualized training. Although it provides learners with opportunities to broaden their knowledge and build structured schemas or knowledge (structuring procedures) of knowledge that broadens understanding, as it improves basic skills, there are few resources (supporting materials) that integrate both components.

Teachers need to understand their own way of thinking in order to become more efficient and to facilitate and amplify the development of their students' thinking. If they have gained an understanding of the social and situational nature of learning, an appreciation of the importance of authentic contexts, a habit of reflecting on their own experiences and desires, a willingness to

question their own beliefs and assumptions, then they will be better prepared to create middle school students to make it easier for students to learn quality lessons that really matter.

There is more and more discussion in the Romanian educational space often about educational strategies and policies to be put into practice to increase quality and effectiveness the instructive-educational system. The need for models is an acute one and is felt both by the actors mainstays of the education system (teachers and students), but also the other beneficiaries of the educational services (parents, family, local community representatives or enlarged).

Modern management practices educational indicates that educational policies are implemented in schools by managers who approach different leadership styles of the staff teachers who work in the school. Educational leadership is highlighted in literature as the most democratic and effective form of leadership of an organization.

A historical evolution of the concept, made by theorists in the field of management have shown the close, stimulating connection between employees and leader's organizations, causing some to turns into leaders, while leaders accountable by assigning moral principles to complete their leadership status. Leadership transformational and transactional are two of the most recent currents in the landscape scientific management.

3. Research methodology

The article we propose is based on the observation, analysis and investigation of the new phenomenon that appeared in education. The recently published literature and internet sources have contributed to the strengthening of the idea that a change is needed in terms of continuous teacher training.

4. Findings

The training of teachers from the perspective of applying leadership strategies is, it can be said, even urgent, the continuous training of teachers in the Romanian pre-university system at this time is really poor in the field of educational leadership. What I noticed during this period of educational crisis was that the management of the educational act was based to a very large extent on the leadership skills of the teachers.

The authorities' investment in in-service training programs should also be based on the design of more such courses and programs in order to develop the concept of leadership among teachers. The new, unforeseen and unprecedented situations, which appeared with the coronavirus pandemic, highlighted the need to develop educational leadership, which may not solve all the problems that the Romanian education system has faced but will certainly make many positive changes in it.

Teachers need to be taught to remain flexible and open to new experiences and to embrace and manage change. Teachers should be as prepared as future leaders who must continually learn to acquire the skills and tools needed to lead the organization. (Vagu, 2006)

5. Conclusions

The approach to quality assurance in education is an important aspect of the evolution of the educational environment in the context of the multiple challenges of today's society, which is also technological and more sophisticated. A successful approach to the quality assurance process in education could prepare the educational environment for the transition to other challenges that are already being implemented in other parts of the world. We are referring, for example, to a considerable advance of some education systems in terms of another important approach: standardization education.

Finally, the continuous training of teachers will have to pay more attention to the field of leadership and implicitly to the development of the leadership profile among teachers, who need to improve their qualities and leadership traits already held.

6. References

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