



WELSmain 2021 - Abstracts

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R8 The Role of School Supervision in the Management of the Impact of the Covid-19-Pandemic

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Covid-19 has a far-reaching impact on education. In our work in, with, and for practice, we would like to make a contribution for science and practice during these challenging times – all in terms of “Responsible Science”. Within the “School-Barometer” project (Huber et al., 2020) focusing on Germany, Austria, and Switzerland, we explored the role of school supervision in the management and mitigation of the impact of the Covid-19 pandemic (past, contemporary, and future perspectives). Data sources include interview data among 25 interviews with school supervisors from Germany, Austria, and Switzerland. According to the question “What role do school supervisors have in managing the impact of the Covid-19-pandemic on schools and education?”, the paper identifies challenges that supervisors have been exposed to, as well as strategies for school supervisors regarding the crisis management. The study also portrays the role of the school supervision concerning counseling, support, and the handling of at-risk students. The data were analyzed via qualitative content analysis after Mayring (2015). In terms of practical implications, theses as well as recommendations for and from school supervisors were derived.

Huber, S. G., Günther, P. S., Schneider, N., Helm, C., Schwander, M., Schneider, J. A., & Pruitt, J. (2020). COVID-19 und aktuelle Herausforderungen in Schule und Bildung. Erste Befunde des Schul-Barometers in Deutschland, Österreich und der Schweiz. Münster; New York: Waxmann.

Mayring, P. (2015). Qualitative content analysis: Theoretical background and procedures. In Approaches to qualitative research in mathematics education (pp. 365-380). Springer, Dordrecht.