



Redes, políticas y apoyos  
para el liderazgo educativo

Liderazgo en  
red

El nuevo imperativo de la  
educación

 @CeciliaAzorin

Universidad de Murcia

# Liderazgo educativo en tiempos de crisis. Aprendizajes para la escuela post-COVID

**udp** UNIVERSIDAD  
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**RILME**  
Red de investigación sobre liderazgo  
y mejora de la educación



## Gestión educativa de la crisis provocada por la pandemia:

☀️ ¿Qué nos dice la evidencia?

## Efectos en el ejercicio del liderazgo educativo:

☀️ ¿Qué nuevas formas de liderazgo están apareciendo?

## Aprendizajes que pueden extraerse:

☀️ ¿Cómo será el liderazgo del futuro?



# ¿Qué es el “liderazgo en red”?

## Leading Networks (2020)



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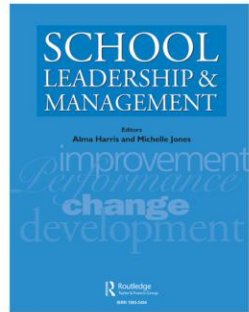
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Routledge  
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### Taking a distributed perspective on leading professional learning networks

Cecilia Azorín <sup>a</sup>, Alma Harris <sup>b</sup> and Michelle Jones <sup>b</sup>

<sup>a</sup>Faculty of Education, University of Murcia, Murcia, Spain; <sup>b</sup>School of Education, Swansea University, Swansea, UK

INTERNATIONAL JOURNAL OF LEADERSHIP IN EDUCATION  
<https://doi.org/10.1080/13603124.2021.1919320>

Routledge  
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### Network leadership: a new educational imperative?

Alma Harris <sup>a</sup>, Cecilia Azorín Abellán <sup>b</sup> and Michelle Jones <sup>b</sup>

<sup>a</sup>School of Education, Swansea University, Swansea, UK; <sup>b</sup>Faculty of Education, Departamento de Didáctica y Organización Escolar, University of Murcia, Murcia, Spain

“

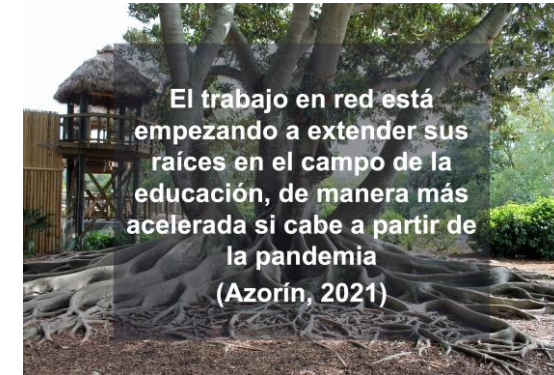
La respuesta mundial al COVID-19 ha dado lugar a la proliferación de nuevas redes y prácticas de trabajo en red. Actualmente, los líderes escolares ejercen su liderazgo a través de múltiples plataformas, foros y redes de colaboración (Harris, 2020).

“

El trabajo en red implica traspasar los límites/las fronteras de la escuela y tender puentes entre diferentes actores que participan colectivamente en prácticas de liderazgo (Harris, Azorín & Jones, 2021).

“

El liderazgo en red se alimenta de la coordinación de agentes educativos y sociales que trabajan juntos y provienen de instituciones diversas, con roles distintos, y forman parte de alianzas con propósitos comunes (Azorín, Harris & Jones, 2020).



El trabajo en red está empezando a extender sus raíces en el campo de la educación, de manera más acelerada si cabe a partir de la pandemia (Azorín, 2021)

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# ¿Qué nos dice la evidencia? Estudios recientes

**'People miss people': A study of school leadership and management in the four nations of the United Kingdom in the early stage of the COVID-19 pandemic**

Gary Beauchamp<sup>1</sup>, Moira Hulme, Linda Clarke, Lorna Hamilton and Janet A Harvey

Educational Management  
Administration & Leadership  
1-18  
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British Journal of  
Educational Technology  BERA

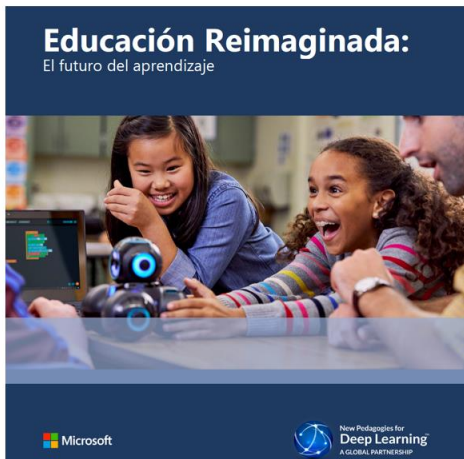
**Exploring online social networks of school leaders in times of COVID-19**

Martin Rehm<sup>1</sup> | Sara Moukarzel<sup>2</sup> | Alan J. Daly<sup>2</sup> | Miguel del Fresno<sup>3</sup>

Un enfoque de **liderazgo distribuido** para gestionar la situación de crisis, junto con **redes internas y externas** que logran mantener las conexiones personales y profesionales.

Líderes escolares que recurren a **redes de apoyo informales** para compartir conocimiento y llegar mejor a sus comunidades.

# ¿Qué efectos ha tenido la crisis en el ejercicio del liderazgo escolar?



- 🌸 **Disrupción:** aprendizaje remoto
- 🌸 **Transición:** reapertura de las escuelas
- 🌸 **Re-imaginación:** otra educación es posible

🌸 La pandemia nos ha enseñado lo poderosas que son las redes de apoyo y colaboración, así como el importante papel del liderazgo en la respuesta a las necesidades de la comunidad

Un respirador para una barriada en la UCI [elpais.com/espana/2020-04...](https://elpais.com/espana/2020-04...)  
vía @el\_pais



Un respirador para una barriada en la UCI  
Los Asperones, una zona marginada de Málaga, sobrevive gracias a las ayudas que canaliza un colegio público  
[elpais.com](https://elpais.com)

🌸 Otra educación es posible, hay que re-imaginar la enseñanza. Experimentación e innovación = **oportunidad de liderar un movimiento de renovación pedagógica sin precedentes.**



# El liderazgo ¿futuro?

★ **Capítulo 5. Liderazgo distribuido y trabajo en red: explorando la evidencia (Azorín, Harris & Jones, 2021).**

🌟 Está emergiendo una nueva concepción basada en un proceso de **democratización (apertura) del liderazgo**: Múltiples actores desempeñan papeles cruciales en el funcionamiento de las escuelas. El éxito depende ahora de muchos y no de pocos, de prácticas de liderazgo ampliadas y no restringidas.

🌟 El liderazgo del futuro ya está aquí, es **compartido, colaborativo, en red** y, en última instancia, **distribuido**.

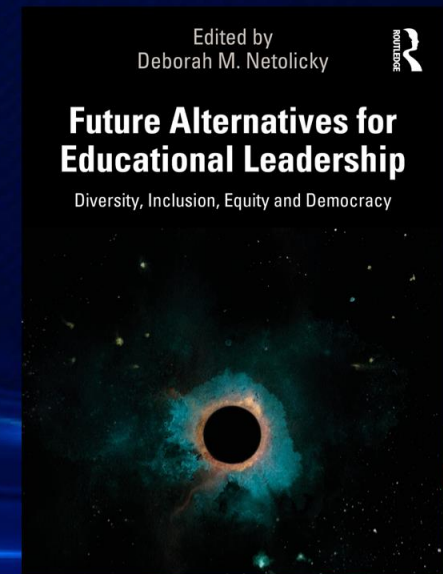


Edited by  
Deborah M. Netolicky



## **Future Alternatives for Educational Leadership**

Diversity, Inclusion, Equity and Democracy



# Para profundizar...

AERA EDUCATIONAL CHANGE SPECIAL INTEREST GROUP

ISSUE No. 112 | November 2020



## LEAD THE CHANGE SERIES Q & A with Cecilia Azorín

The 2021 AERA theme is Accepting Educational Responsibility and, invites those of us who teach in schools of education to accept greater responsibility

broadly, what specific responsibility do educational change scholars have in this space? What steps are you taking to heed this call?

for the inadequate preparation of educators for work in racially, ethnically, culturally, and linguistically diverse P-12 schools and postsecondary institutions. For example, when educators discipline African American students at disproportionately higher rates, misdiagnose them for special education, identify too few of them for advanced placement and international baccalaureate programs, deliver to them a culturally irrelevant curriculum, teach them in culturally disdainful ways, and stereotype their families as careless and hopeless, the schools of education that produced these professionals are just as responsible as the professionals themselves. Furthermore, if scholars who study and document these trends do too little to make our findings actionable, then we, too, are contributors to the cyclical reproduction of these educational inequities.

Given the dire need for all of us to do more to dismantle oppressive systems in our own institutions and education more

### AERA SIG Educational Change

Educational Change SIG adopts an interdisciplinary and international approach to understanding many aspects of educational change, including large-scale reform, school-initiated change, school improvement, and classroom-level change.

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#### ABOUT THE SERIES

Lead the Change series, featuring renowned educational change experts from around the globe, serves to highlight promising research and practice, to offer expert insight on small- and large-scale educational change, and to spark collaboration within our SIG.

Alexandra Lamb  
Production Editor

Accepting educational responsibility implies conceiving education as something that can help individuals overcome inequalities, a mechanism capable of transforming lives and positively impacting people's progress. This statement leads one to think about the social mobility that can be produced as a result of education. Harris and Jones (2020b) have recently stated that "social and educational mobility are important because they reflect the equality of opportunity in society" (p. 18). Put simply, Hargreaves (2020) defines social mobility as the chance to achieve greater success through education compared to one's parents.

When your background is humble, for example, when your father is a farmer and your mother a homemaker, becoming the first PhD of your family, and eventually, a university professor, is no easy task. I have experienced social mobility firsthand, and it has not been a bed of roses. And yet, I can say that my own social mobility was the

university professor, is no easy task. I have experienced social mobility firsthand, and it has not been a bed of roses. And yet, I can say that my own social mobility was the

Lead the Change

<http://www.aera.net/SIG135/Lead-the-Change-Series>

The current issue and full text archive of this journal is available on Emerald Insight at: <https://www.emerald.com/insight/2056-9548.htm>

## Beyond COVID-19 supernova. Is another education coming?

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Beyond  
COVID-19  
supernova

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### Abstract

**Purpose** – This article explores social and educational responses to COVID-19 as seen through the lens of the Spanish education, in which professional capital and community is at the epicenter of the fight against the pandemic.

**Design/methodology/approach** – This is a reflective and forward-thinking piece in which educators are presented as first responders to the crisis. The article is structured in four parts. First, the opportunities and barriers that COVID-19 is encountering in 21st-century education are commented on. Second, there is recognition of the need to be connected more than ever, and the vital role of networks. Third, the article discusses the effort to realize the maxim "not to leave anyone behind." Fourth, the last section summarizes the key points related to the aspects to which education should devote its efforts in the coming months and years in Spain.

**Findings** – There is a set of reasons why the Spanish education system is extremely vulnerable to the consequences caused by COVID-19, and these include, among others: the high rates of socioeconomic segregation, of school dropouts and of academic failure; poor culture of networking and collaboration; overcrowded classrooms that hinders quality education; an obsolete curriculum; the consideration of education as a political currency; the need to strengthen bimodal education; and teachers' obligation to update their digital competences.

**Originality/value** – The article questions whether another education is possible beyond the pandemic and promotes a deep reflection in this particular context for practitioners and policymakers on which topics more attention could be focused during this time of turmoil.

**Keywords** Networks, Collective capacity, Educational change, Community engagement

**Paper type** General review

### A stellar explosion

COVID-19 affords a golden opportunity to rethink what matters most in education. The crisis at this moment is being contained with a response of an adaptive nature, but a transition phase towards *hybrid schooling* (virtual and physical) is yet to come. There are doubts as to whether this will allow for the arrival of a pedagogical renewal movement or whether education will simply return to square one when the de-escalation phase ends.

In other words, the post-pandemic schooling universe has two possibilities open to it: a return to traditional education as usual or a transformation towards another education. As Hargreaves (2020, p. 1) notes:

We're in a long, dark tunnel at the moment. When we emerge, our challenge will be not to proceed exactly as before, but to reflect deeply on what we have experienced, and take a sharp turn in education and society for the better.

The research led by the scientist Nicholl *et al.* (2020), which is published recently in the prestigious journal *Nature Astronomy*, demonstrates the existence of extremely energetic stellar explosions, which are related to the most brilliant supernova discovery ever made. In the field of education, the COVID-19 challenge represents a supernova of similar caliber to this recent discovery.

A supernova is the explosion that takes place at the end of a star's life. Like the lifecycle of a star, the educational journey of the previous decades has come to an end. It is a symbolic time where the COVID-19 supernova is heralding the end of a largely obsolete education. The explosion that has taken place offers the possibility of redesigning a better education for all,



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