

Review of: "Lived Experience of School Leaders in Supervising during Remote Teaching"

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Potential competing interests: No potential competing interests to declare.

Abstract

- “The responsibility of school leaders overseeing during remote teaching”. What are school eaders overseeing exactly?
- How many school leaders had their lived experiences analysed? Gender? length of time in leadership role?
- Why is Building Resilience capitalised?
- What is meant by struggling students? Struggling with what exactly?

Introduction

There are several sentences within this section that are poorly written and shuld be reviewed/revised.

- Who are school directors? Who are school administrators? Who are school leaders?
- Who says that remote teaching is the new normal? Why is this not referenced?
- You provide a description of supervision - is there a reference for this?
- What is meant by client welfare? Who are the clients?
- Which data show that the Phillipines is in the top 19th among countries most infected?

Literature

This section is limited and relatively brief. There is no mention of teacher wellbeing.

Methodology

- What is meant by Modular-Distance Learning?
- Deatils of the school principals and their schools; such as gender, how long they have been in the principal role, primary or secondary school, staff and student numbers?
- How was the questionnaire validated?
- How were the school principals recruited and selected?
- When did the interviews occur, and how long didi they endure?
- Were participants provided with an Information Sheet, and didi they provide consent?
- What is meant by purely academic?
- There is no idication or example of questions that were asked in the interviews.

Findings and discussion

- Theme 3: Any examples of what decisions might be made for the best interest of their school community?
- Theme 4: without access to the necessary resources for effective remote learning; such as?