

Abstract

The COVID-19 crisis has affected many aspects of life, including education. One of the main groups of actors that took part in the leadership and management of the crisis in education during the pandemic was school principals. The purpose of this study is to examine which crisis leadership practices stood out in schools during the COVID-19 crisis and how these practices correspond with the conceptual framework of Schechter et al. (2022). This research is a qualitative study based on interviews with 20 school principals in Israel with different seniority levels, at least five years, working with different age groups and in different regions of the country. The study findings emphasize the potential ecological relevance of that conceptual framework and details the strategies it proposes. The current study's findings also pointed to additional practices and expand the importance of some strategies proposed in Schechter et al. (2022) framework. Theoretical and practical contributions of school leadership during the COVID-19 crisis are discussed.