

Use of Social Media to Develop Leadership in Schools

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Abstract:

This paper examines how social media can support leadership development in schools by strengthening communication, collaboration, professional learning, stakeholder engagement, and institutional visibility. It reviews relevant leadership perspectives, including transformational, transactional, and distributed leadership, and explains how digital platforms can extend these practices within school communities. The discussion highlights the role of social media in connecting administrators, teachers, parents, students, and external experts, while also enabling resource sharing, networking, advocacy, and continuous professional development. At the same time, the paper identifies major challenges, including cyberbullying, misinformation, privacy concerns, unequal digital access, reputational risks, and inadequate policy guidance. It argues that effective use requires clear institutional policies, ethical awareness, digital competence, ongoing training, and responsible online behaviour. The paper concludes that, when strategically managed, social media can enhance collaborative leadership, support informed decision-making, promote innovation, and help school leaders respond effectively to the demands of contemporary education systems and changing contexts.

Keywords: Social Media, School Leadership, Educational Leadership, Digital Communication, Professional Development, Distributed Leadership, Stakeholder Engagement

1. Introduction

Social media interactions are prevalent in today's society, with users relying on various platforms as tools for communication and information. The sheer ease of accessibility combined with individual user choice to tailor information intake could serve as leadership tools within schools. In addition, academic advancements increasingly rely on a digital environment, which could benefit greatly from social media resources.

A transformation is currently taking place in the operation of schools, as well as administrative structures, classroom styles, and curricular advancements, which shifts the traditional model of leadership. This change is driven by technological advancements, and as educational involvement with technology becomes more common, the use of social media has the potential to develop as a platform for educators. A growth in network and digital leadership styles has emerged, allowing educational professionals to exploit online resources for follow agenda to increase learning and market institution. Thus, the emergence of school networking and social media groups pose as valuable tools for the executive practical, providing platforms and forums for discourse and growth. Furthermore, as institutions adhere to the digital atmosphere, so do pupils. A generation of “screenagers” are ubiquitously connected, depend on digital networking as a method of friendship, trends, information, and learning. School leaders are responsible for the holistic development of pupils, including safe online assimilation. Knowledge and ability in social media interactions become imperative to educate the effects. With school communities as a whole, an inclusive and collective leadership is successful. Govern bodies, pupils, teachers, parents, and the wider public, all have the right and, to various extents, involve an interest in the school’s operation. Social media, as a platform for public interests, nourish open discussions where ideas, viewpoints, and suggestions are exchanges and acted upon.

1.1. Background and Rationale

One of the most profound shifts that have taken place in the last decade is the role of social media in school, society, and education. Simply the mention of the term “social media” generates different opinions—good and bad. It is vitally important, nevertheless, that leaders within schools are cognizant of the various social media platforms and their impact. Since technology changes rapidly, the utilization of social media as a leadership strategy is tainted with hype and a lack of continuity; however, implementing social media as a leadership strategy in schools could be an adaptive approach to remaining current (Johnson-Holder & Bethea-Hampton, 2019). This intended research addresses those needs by offering insights to professional leaders in education as they adapt their technical strategies. Additionally, the advent of social media misconceptions will be addressed. Superintendents would benefit from understanding how other educational leaders implement social media, how new technology can reach multiple users quickly, and much more. In a rapidly changing age wouldn’t leaders utilizing an adaptive approach want to know how to better communicate with staff, stakeholders, peers, students, and the public? It is precisely for those reasons that just as times change and

adaptive tasks become more relevant; it is necessary to understand how social media platforms can evolve into a strategic leadership tool in education.

Most importantly, now, it is exceedingly hard to keep up with the plethora of online platforms. There are multiple strategy tools that allow connectivity and interaction, which has become a staple to all organizations. Moreover, the social networking culture is a primary motivator for school administrators to focus on communication practices. Importantly, the advent of social media has far reaching political implications for current and future school administrators (Aiken, 2015). Similar to the shift that came with the adoption of the Internet, current and future technologies will cause organizations to adapt. It is not easy but it is necessary to lead change or at least adapt to remain relevant in the rapidly changing technological age. Amidst the current school environment of choice and increased accountability, superintendent roles may become increasingly complex and political. Often, however, leaders do not have needed skills to navigate early technology well. Declaration and administration practices are quite fragmented and often not known among the districts, especially in the age of underdeveloped technological platforms. So the need to explore how social media can soil as a strategy tool and means of communicating and managing relations became interesting.

2. Theoretical Framework

Leadership and social media are very current dimensions for exploration. There is now an opportunity to explore how school leaders utilize and develop social media for educational goals with a leadership perspective. This exploration should benefit practitioners: school leaders, and those preparing them for their roles. By focusing on social media demonstrations of leadership it is possible to engage the public in discussions of developments, such as the effects of the use of digital technologies in education. There should similarly be an emergent understanding ready for those selecting, or instituting leadership development programmes, or those researching the practical features of the developing role of school leader (Aiken, 2015).

This article begins with the theoretical framework to set the stage for the discussion and shows an overview of the key texts included. It examines the key theories of leadership, focusing on how they have been applied to educational contexts. It then considers how this informs an exploration of social media demonstrations of leadership and thus the textual prism to be adopted through the remainder of the analysis. In sum after that, it sets the theoretical and authored texts in the frame to show how theory feeds into the interpretations around practice with a relationship discussed between existing and the developed frameworks.

2.1. Leadership Theories

Leadership theory can be separated into many different models, both practical and situational, that are developed and based on one's own experiences (Aiken, 2015). This sub-section will give a detailed examination of three leadership theories in relation to the purpose of the problem of practice, which is examining the usage and implementation of social media and its impact on leadership practices within the building-level leadership on the school settings. As a leader, the behaviors and dispositions can align very closely with transformational leadership due to the fact that leaders want to inspire and motivate followers to transcend self-interest and act for the betterment of the larger group and organization. Transformational leadership can be translated into the social media through the growth of professional learning networks and modeling the use, integration, creation of many social mediums. This leadership theory is all about taking a risk, encouraging colleagues to take risks, and creating a community focused around making school great, while incorporating more of a message and persona into what is modeled by others.

A transactional form of leadership is also subscribed to, as it is the approach to leadership that places a positive emphasis on task accomplishment, organization, and how things are run. Implementation is as simple as someone following by example, ensuring that all responsibilities are carried out, discipline is universal, and there is a proper understanding of procedures and policies. In general, this leadership theory is appealing, as it is incredibly practical; a majority of people work for supervisors exhibiting transactional characteristics and much of one's professional and educational life has revolved around transactional leaders. Transactional leadership has one goal, to get things done; implying there to be a need for a group of people following and doing those things. This is a model very much tied to supervision and performance and is important as it makes everyone aware that they are accountable for what is and is not being done. Distributed leadership is also appealing as it encourages a shared responsibility and co-supervision type of approach for building level leadership. Distributed leadership is the idea that the US Education System should move away from focusing on the actions of an individual and instead focus on how leadership is enacted across a group. It is also a theory that is not examined or widely known. Characteristics of distributed leadership signals a collaborative effort as staff benefit from the expansion of what is traditionally considered leadership actions. Distributed leadership reduces a workload and increases a shared responsibility and accountability. A benefit the staff seeing everyone as being accountable for supervision and decisions. One aspect of distributed leadership and

building level leadership is that it does not need to focus solely on the building leaders. Departing from the idea that social media platforms can be utilized for a wide array of people within the school building, thus encompassing a distributed leadership approach. There is a focus in distributed leadership to inspire the work of others and how that can be effectively done through sites such as Twitter or Pinterest. With the growth of social media, the building could focus on five or six goals and everyone within the building could adopt one of the goals. For example, common core initiatives could be adopted by five or six teachers in each department; from there, resources and efforts could be shared through Google Drive and modeled on Pinterest. This allows for the reframing of traditional leadership roles and practices to encompass the larger scope of school systems. The underlying belief of teachers adapting to this theory is that practices have an impact on school culture, student behavior, and student outcomes. Distributed leadership can provide a framework to reexamine and adapt leadership practices to foster greater safety and collaboration. It is implied for building leaders to reflect on the actions, or inactions, being portrayed in terms of these leadership theories.

3. Benefits of Using Social Media for Leadership Development

There are a multitude of benefits for school leaders who use social media to enhance their leadership practices. First, social media enhances the capacity of communication for the leader. Leaders are able to easily and quickly share school initiatives, experiences, and practices with staff, students, parents, and the wider community (Johnson-Holder & Bethea-Hampton, 2019). Social media also allows for the establishment of the two-way communication between parents and the school. In addition to passively sharing information, leaders can elicit the opinions, thoughts, and reaction of the parents about school-based policies, practices, and events. Incorporating these into the school's decision-making and planning processes not only demonstrates the listening, responsive, and democratic nature of the leadership team but also serves to increase stakeholder engagement.

Second, social media use develops the collaborative nature of school leadership. A range of social media platforms utilized by leaders both within and between schools to share resources, build professional networks, develop skills, work together on projects and participate in debates. Collaborative activities are also taking place within schools or within networks of schools. Social media technologies allow such teamwork to occur between schools regardless of their physical locations. Leaders collaborating with colleagues not only work more effectively but also share school successes, further building relationships, and enhancing school reputation. Using social media, leaders are

able to connect with other experts or sources of information regarding school, education, or leadership. Successful school leaders are using social media to bridge in theoretical base of knowledge or understanding of an issue in the practical realities of schools and foster change.

3.1. Enhanced Communication and Collaboration

Social media present a growing assortment of networking sites, blogs, microblogs, chat platforms, wikis, multimedia platforms, photo and video-sharing apps, and virtual social worlds (Johnson-Holder & Bethea-Hampton, 2019). As facilitated through online word processing platforms and cloud computing, social media are able to evolve dynamically and cross platforms instantaneously. Social media are transforming how schools and the process of education operate. Utilising social media offers many opportunities for improved interpersonal connections among educational leaders. Enhanced communication and collaboration by way of social networking sites, blogs, microblogs, chat platforms, and wikis can increase group benefits, support, openness, multilogue, social cohesion, trust, and collaborative culture. Many educational leaders regard social media and Internet use as dominating HR practice, including the appropriating and monetising of online media, social networking, privacy encroachments, cyber-bullying, defamation, and organisational recrimination. Others may think of social media chiefly as virtual communities such as private professional forums. A fluctuating proportion of school chief governors deal with online disputes, offenders, or impudences, also noted in their self-evaluations. Consequently, social media is impersonal or specialised, with information often being obscure, coded, or hidden. Subordinate staff and students share this perspective more vigorously, inhibiting transparency and dialogue in a school environment. Conversely, the use of social media creates opportunities to become better informed, shed light on the interpretive frameworks of others, break down hierarchy, and develop a more inclusive leadership approach for collaborative deliberation. In parallel, collaborative uses for social media via chat platforms and wikis may extend joint policies, projects, relationships, and professional development among educational leaders and external stakeholders. The positive results of this may include increased cohesion and capacity, and more effective collaborative results, as well as better learning opportunities and the acquiring of new skills. contemporary leadership fosters schools and educators to promote shared goals, values, responsibility, and efficacy among a community of staff, students, families, and external stakeholders.

4. Challenges and Risks: While social media offers many possibilities for the development of educational leadership, there are also challenges and risks that school

leaders need to manage. For example, the use of some platforms by students and staff can be misused for cyberbullying. Platforms often share misinformation (particularly in periods of crisis or in the middle of heavy political activity). School leaders, given a role as a model and with the increase of online reputation management, must be vigilant about what is noticed professionally or recorded in their environment to ensure that they are not associated with negative uses of the platform. Equally, with that, those leaders should remain aware of the countless posts on platforms with wrong humor or insensitivity (Leslie Forbes, 2017). There are also issues for those school leaders using the platform including concerns about the privacy surrounding what is shared on the platform, management of sensitive information, and perceived favoritism or exclusivity with particular students or staff members, and ownerships' manual responsibilities surrounding the safeguarding institution.

The digital division could represent a barrier to equitable access for resources, usefulness, or confidence with technology, and thereby a barrier to the documented benefits of implementing social media by staff or students. There is also the professional management of online identity that requires long-term repetitive maintenance and the surveillance of what is noticed online. The others share platforms about the usability and aesthetic quality of the platform or the emails they received. Subscribers must search to find posts and stumble upon new people to follow. However, important and serious uses of social media are already happening within the platform which is an education-focused space designed to provide a range of security and privacy-enhancing features (Johnson-Holder & Bethea-Hampton, 2019). As social media becomes more common within schools, school leaders will need to understand the broader implications of adoption and not rush to the platform for exploitation or university guidance. Instead, they easily need to remain aware of this intricate landscape to take action to mitigate these risks while benefiting all that the platform can give.

4.1. Cyberbullying and Misuse

The global implementation of social media in schools is ever increasing. It can be used effectively to develop leadership skills and networks between school leaders. However, with it comes potential problems, such as cyberbullying and misuse. In recent years there has been extensive coverage in the media about individuals who have experienced abuse and harassment via social networks. Both nationally and internationally, schools are rightly concerned about their pupils, as well as school leaders having unrestricted access to social media. Some schools in the UK block their employees from using social media or the internet all together, during school hours. If social media platforms and the

internet are blocked in schools, educational opportunities, community engagement and access to essential information are reduced. The rise of online social media has also seen a sharp increase in the use of digital devices in educational settings. The growth of this technology in schools may play a key role in shaping the field of education (O'Neill Almquist, 2019). However, the rise in use of social media in education also raises concerns about misuse, safety, cyberbullying and the potential effects on school leaders. This chapter aims to critically review the literature with regard to these topics, and make recommendations for future practice and an understanding of leadership development using social media.

Cyberbullying is a term that is frequently used to describe the misuse of electronic means to harass or upset another student. It includes threats, insults and rumors spread electronically. Bullying is coverage in the media as a problem deeply seated in social life and concerning the younger generation in particular, and it is often associated with schools and the school environment. There are many questions emerging from the area of network use, for instance, about the effects of internet use on children and young people, about the risks and more vulnerable children are facing on the internet, such as easy accessibility to online sites, the possibility of being exposed to sexually explicit materials, the easy ability to distribute and/or gain information on illegal factors such as drugs, eating disorders, suicide and finally the total exposure to the global medium that the internet represents. For schools, the Internet has many advantages. First of all, you have over millions of sources of information that you can use through you easily reach your education, you can find material for you paper, case study, you can buy or order students the education tasks or work related tasks. However, it is also an endless source of entertainment and distraction. Also, the educational material is usually incomplete and does not make all the effective use, some educators complain that students today haven't been trained to take much notes.

5. Best Practices and Strategies

School leadership can be improved or developed through social media. This section provides strategic and best practices to use social media effectively in school administration.

Develop a social media policy. The best practices for successful use of social media in educational settings include the development and dissemination of a clear, engaging, and adherable social media policy that guides the use of social media among staff and students. This policy should include capacity-building such as what is appropriate and not appropriate conduct pertaining to social media (Johnson-Holder & Bethea-Hampton,

2019). Though linked to social media use, the policy should be thought broader to include a digital policy as well. In effect, there is no entity that can control everything on the internet nor would that be a viable approach. However, having a comprehensive policy in place allows for a conscious, and measured approach that exemplifies the use of effective digital tools while promoting thoughtful use at the same time.

Improve training and development. The innovative and contingent best practice suggests improving the knowledge, skills, abilities, and behavior of teachers, principals, and administrative leaders in schools to use exemplary freely available social media tools as part of their professional work (Y Pendleton, 2017). Administrative leaders can model positive behavior such as supporting, celebrating, and collaborating with other colleagues, as well as demonstrating best leadership approaches online. Teachers, principals, and administrative leaders can create collaborative spaces online that encourage free exchange and development of new ideas. It follows that teachers, principals, and administrative leaders can facilitate engagement, communication, and innovation of staff members through online channels. It also follows that staff in school organisations can use social media to share their successful case studies or experiences. To inspire this behaviour, teacher educators can provide basic collaborative social media training and set up online communities that aim to initiate a policy of co-creation and lifelong learning for teacher educators. This policy cannot foresee all potential social media innovations yet serves as a comprehensive resource to utilize the improvement of leadership in schools.

5.1. Professional Development Opportunities

School leaders quickly sourcing from a knowledge pool which interfaces their appetite for the most suitable solution would ensure a meaningful 'just-in-time' benefit which is picked from a diverse innovative venture concerning the use of Social Media Technology. School leaders are spending their professional lives assuring the continuous growth of all the knowledge and skills that will advantage the students they are responsible for. Discarding all assumptions, it could be expected that all school leaders eagerly would have unfastened the great prospective that Social Media Technology brings to Educational Leadership (Alfailakawi, 2015).

Way too many school leaders are failing to see the larger picture concerning the wide range of Social Media available out there beyond Facebook. For too many school leaders starting a Blog could be a giant leap. Blogging could be the light persona mediation that is proportionated in Social Media, yet it is tailored to the individual application. From ordinary social conversation, Leadership Blogging can be displaced to authoritative

conversation which can captivate a particular interest genres. Nevertheless the charm of Internet, it would be humanly perplexing to firmly understand a concept before numerous hours that are being spent under-covering every peculiar feature of a matter.

Many school leaders would prefer the designated comfort in resisting the change in favour of detecting every drawback. Individual school leaders of distinction would be preferable in crafting the alliance with ongoing training facility throughout careers. Opposed to a one time course which would be endeavoured to outstretch a broad comprehensive area and in due time would be singularly outmoded, the Help would rather enlarge on going training facility within their social network that would best fit the deficient aspect. Ongoing training facility would be a vehicle which could provide the space that venturing the tramping journey from lagging behind the blogger to aspiring to enrich the student body by tapping the wealth of exuberant conversation which already exists out there.

A mentored school leader program concerning the proficiency of the SM technology would match administrators' technical proficiency and unfamiliarity with the social and communicative skills demanded by SM, with mentors' skills in those techniques. The goals of this project align broadly with the iSchool initiative described earlier, that aims to create interoperable learning experiences; is a short-term fix that actually "trains future attention on social media use broadly"; and focuses on students at one school. The project reported here centers on the SM proficiency of school leaders and a matching program to fill that proficiency gap.

Surveyed coordinators, who are a managerial position in New York City schools, closely aligned the city's definition of school leader, completed a detailed form describing a considered program. Before matching, considerations that coordinators represent the interests of a more central office perspective and might view schools' and principals' needs very differently and widely vary in the care and detail taken in completing this form must also be noted. A mentoring program in a goal of the NYC Department of Education might closely align with recommending match characteristics discussed by coordinators, but they also note other dynamics and potential benefits of the program.

Four case studies of school-based professional development efforts—an educational blogging course in a high-poverty, high-minority, urban high school; an arts journalism workshop for high school newspaper staff; a program in a low-poverty, low-minority, small-town middle school that instructed teachers how to create instructional podcasts; and a high-poverty urban middle school that successfully integrated Social Media into its after-school program—demonstrated that timelines and project needs were too diverse for matching algorithmic follow-through. Rather, these studies offer an understanding of

coordinators' important considerations and concerns in hoping SM expertise resources and mentors can facilitate successful programs.

These case studies also represent choices with an idea to iterate further and to involve possibly more advanced undergraduates at the authors' second institutions. The available support of how to structure a highly-important improved with each iteration, and coordinators chose to have a more advanced beginning exploratory informal project, rather than prematurely commit resources to a more ambitious uptake.

6. Case Studies and Examples

6.1 A Colourful Kite Experience: Cultivating Trust through Interactions “A Colourful Kite Experience” was a school-based learning experience unit in a secondary school in Hong Kong. It is a typical school project unit that integrates learning in different subjects and nurtures whole-person development. A platform was adopted to facilitate communication among teachers, students and parents during the project implementation process. The findings showed how the platform transformed communication, outreach and engagement of educational community, and brought trust to diffuse and cohere in the learning environment, hence fostering cooperative culture and school development.

6.2 The Broadband School: “Add-on” Innovation as Bricolage The proliferation of new media and communication platforms within multiple aspects of contemporary society has resulted in a number of societal changes. These changes are in turn affecting the complex and multifaceted roles of a school and its attendant linkages with broader networks within and across community borders. Using the innovation of social media in a complex, multi-level educational environment as a case study, this explores the potential and inherent difficulties of institutional change as a process of employing “add-on” innovation as bricolage. Here the “add-on” entails the introduction of an additional technological platform that seeks to compliment present educational structures and practices, rather than replace them. An analysis of social media as an “add-on” innovation broaches the broader theoretical discussion on the nature of innovation deployment in contemporary society. The schooling system operates as a promoter, transmitter and societal realizer of knowledge, and thus as a national policy site of contestation. This is the focus because the small scale entities of schools and/or groups of schools remain the most basic insemination point of change aggregated toward a more macro scale of social organization and institutions, such as the broader network of schooling system. Given the vertical delineations of the knowledge economy and the corresponding mantras of information literacy, IT skills and the pedagogic sense of creativity, change within the schooling

system can have an impact at both a macro level of a nation's competitiveness on the global market of innovation and at the micro-level of the production and reproduction of knowledge.

6.3. Successful Implementation in Schools

Social media has enabled the possibility of leaders (including school leaders) being more visible, more informed in real time and more engaged in authentic conversations. By tapping into a tool with user numbers reaching into the billions, it is important to consider how best school leadership might make pragmatic use of social media. Social media is able to look broadly at a range of opportunities but is doing so through the close analysis of one platform, Twitter.

Recent years have seen a growing recognition of the importance of school context as a factor in the success of particular educational strategies (Echo Sirotkin, 2019). Differences between middle and senior schools in terms of stakeholders, sporting activities and some dimensions of schooling are reasons for examining the treatment of social media in school in its own right. Then, there is the novelty of the notion of social media in school.

First, however, there is some benefit in looking outside the school sector for a little context on the possible use of social media in a leadership context. Social media platforms have been associated with corporate leadership. Once again, Twitter emerges as a significant platform. A survey of company executives, board directors and investment professionals showed that 64% of officers and board members had a Twitter account with a higher proportion using it for job-related purposes (Aiken, 2015). Further, social media was seen as a useful tool in crises. Aware of pervasive Senate Estimates moments where media or testimony can go 'viral', it is of comfort that at least one study found that any negative impact of poor news reporting will dissipate in about five days, as opposed to the previous assumption that it could have a significant reputational impact over a significantly longer period. Bugmy's experience demonstrated the power of Twitter for a relatively unknown individual to get a high level of access to elected representatives and the creation of this network helped to shape her career and act on a personal issue. English and film studies worked closely to address the filming of the results of crackdowns in Nauru and Manus, and how this affected all the staff and students involved.

7. Future Trends and Technologies

Since their advent, social media platforms have had an increasing impact on a wide array of aspects of society – most notably the dissemination of information. Recent trends show that digital platforms are increasingly used as tools for both communication, as well as

learning. Hence, contemporary school leaders should future ready themselves since social media engagement could become instrumental for successful leadership practices in the future. Luckily, creating an institution's social media platform does not require a too high level of technical skills. The basic understanding of the most widely used social media platforms might suffice.

Leader's digital skills are important too, since their presence is viewed as more productive and well-received for personal engagement (Johnson-Holder & Bethea-Hampton, 2019). As an alternative, outside resources might be considered. It is smart for school leaders to become viral influencers, especially when school needs to increase enrollment or build greater brand awareness. In sum – self-grown social media platforms are seen as very useful. At the same time, those platforms are becoming more powerful tools for their onboarding curricula since online content might be easily shared. Additionally, a reinforcing social media platform might be integrated as an additional tool, 3D or not, for successful school operations. Since learning is more effective when it is done interactively, social media at the same is expected to have a big impact regarding different kinds of immersive experiences. At the moment this is mostly related to AR/VR technologies – school leaders must be ready to adopt these learning trends should they become industry standards. Additionally, present or future school leaders must also pay attention to the power of big data that is generated on these platforms since they may be complemented with advanced data analytics tools.

7.1. Artificial Intelligence in Leadership Development

As the use of social media rises in popularity among the general population, so does its prevalence in various professional settings. In the educational realm, there are many ways that social media can be used, but one that is significantly important (and yet not as utilized) is leadership development. This chapter specifically takes a look at how social media can be used in order to develop school leaders. If traditional professional development strategies are no longer showing a positive impact on school leaders, there is a need to look for alternative means in order to support the development of school leaders. It is through the combination of intentional use of social media mediums and the creation of a supportive online community that development can occur (E. August & Tsaima, 2021).

Artificial intelligence (AI) is growing phenomenon, and the leadership development field may be on the cusp of widespread integration. AI tools have the potential to change the game when it comes to the development of any leader. For example, the development of a professional learning community could create a supportive environment where leaders

can share their own experiences and learn from others. Furthermore, it is possible for an algorithm to analyze the data being shared and generate personalized “nudges,” mentor recommendations, or share insights about leadership effectiveness. This tool could be used on an individual level and integrated into any social media experience. As overwhelming evidence shows that school leaders are inundated with administrative tasks, there are AI tools to support administrators to automate tasks like rosters, schedule reminders, and catch inconsistencies. With these tools, a leader could focus more on strategic initiatives. Additionally, there is a possibility for teachers and school leaders to receive a weekly email from an AI that curates the top education headlines and blog posts, as well as upcoming events and opportunities.

8. Conclusion

As evidenced throughout this essay, school leader use of social media has a significant impact on their work. Social media and its associated digital communication tools have revolutionized communication, collaboration, and public/community relations in education. Improved communication has led to increased engagement amongst educational stakeholders and alongside community. The accompanying conceptual and theoretical frameworks indicate that social networking and web-based tools have become a fundamental necessity for modern and effective leadership. However, the challenges associated with this newer form of communication and its implications for leadership should not be overlooked (Aiken, 2015). Policies to counter those risks are necessary as 21st Century school leaders must be equipped with the necessary skills and an understanding of the risks involved.

Social media use has indeed benefited educational leadership in areas of advocacy, policy-making, gaining support and understanding current issues. Effective use of social media allows increased communication, collaboration and information sharing amongst a wider audience. Using social media has led to collaborations, publications, and the building of relationships with many leading academics and institutions, not only within Australia, but worldwide. The exploration and implementation of emerging technologies have potential to disrupt and redefine the educational landscape and educational leadership practices. As such, both current and aspiring school leaders are in a distinctive position requiring a readiness and willingness to adapt to those new methods and technologies. Continual professional development (CPD) in social media and its affiliated technologies is becoming increasingly important for educational leaders to enhance and support leadership. Furthermore, institutionally led CPD programs can stabilize leadership practice in a rapidly evolving digital landscape, aiming to achieve

higher levels of student-learning outcomes. Ultimately, it is anticipated that education leaders, supported by their educational institutions, will explore and maximize the benefits of social media to make a transformative mark on modern education systems. Lastly, it is the hope that the discourse presented here, into the impacts of social media on school-based educational leadership, can enlighten, guide and encourage present and future education leaders in the journey of leading schools and thus it is anticipated that the discourse and discussion continue beyond this work.

8.1. Summary of Key Findings

The use of social media can support the development of leadership in schools, its effectiveness and the implementation of such practice remains an issue with limited attention (Y Pendleton, 2017). This review provided an outline of the importance of using social media in education to develop school management as well as key findings which highlight the benefits to be found. Effective communication is vital to boosting a culture for student growth, collaboration and improved leadership, the use of social networking can boost ties to student way of thinking, family context and town values and as a result increase educational performance. Social networking facilitates interactivity, increasing the potential for sharing knowledge from the school governance to the community. Professional development since continuous training will enhance leadership capabilities in education; social networking provides for plenty of opportunities to interact and develop the management acumen in educational leadership. However, teaching educators to embrace digital media is a concern and it has been used destructively by the education organisations. Confidentiality, sharing bad terminology and online tribalism are threats to that while most school leaders neglect the value of new media for costs and timeliness. This paper outlined the significance of using social media for educational leadership development as follows: it established that superior research in both academia and practice is required to implement the exchange of findings. The essay illustrated the demand of competent management of the school in the fast-evolved web-based globalized setting and indicated that anymore more collaborative leaders must deal with more knowledgeable tasks. Nonetheless, as a new method, there exists a gap between emerging concepts and training and professional practice. Second, disclosed information relating the growth made during this study within the address of three key objectives are presented; it is considered that research insights could be passed on more readily if the research process and results had been transparently accessible. Prior work established that emerging web-based tools and trends should be incorporated into the prevailing theoretical framework in educational management and further discussion of such

importance. Future research should be directed at investigating practicing education leaders in the advanced and marginal contexts necessary to extensively comprehend the utilization and its implications for leadership.

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