DUTIES OF SCHOOL PRINCIPALS AND TEACHERS IN PROMOTING STUDENTS’ WELFARE

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The curriculum for formal basic education aims at raising the quality of the Filipino learners and graduates and empowering them for lifelong learning which requires the attainment of functional literacy. At the same time, one of the aims of the Philippine education is to help the individual participate in the basic functions of society and acquire the essential educational foundation for his/her development into a productive and versatile citizen. These can only be achieved if a school makes sure that its clienteles are obtaining adequate opportunities for holistic development.

Since kindergarten is now mandatory, it is expected that pupils as early as five or six have acquired essential skills that will be enhanced eventually in the coming years as they enter the succeeding grade levels. From basic to complex portion of learning, a pupil must be able to master what his/her present grade level offers. This is due to the fact that in the coming years, what a pupil has learned in the previous times has something to do with the present undertakings. There are necessary skills which are pre-requisite in order to absorb the current ones.

For example, a student who has not mastered the four fundamental operations will find it hard to cope up with the lessons in the secondary level. Likewise, a student who could hardly read will experience dilemma in his further schooling. Here comes the essence of the principal as an instructional leader. So as the teachers who will mold those students to become more competitive in this changing world.

Moreover, as generated from readingrockets.org, one of the most influential educational leaders remain the principals, and that their leadership is inextricably linked to student performance. Having examined a host of factors that contribute to what students learn at school, the authors conclude that the contribution of leadership is second in strength only to classroom instruction. And, effective leadership has the greatest impact where it is most needed—in the nation's challenged schools. These facts make the case, the authors assert, for improving not only the recruitment and training of school principals but also their ongoing development and evaluation. In addition, they cite the need for expanded study of how leadership in other areas of the school community—such as teacher leadership—can contribute to student achievement.

Extending extra miles is worth to take before finally promoting a student. When it comes to promotion, an educator should make sure that before he promotes a student to the next level, that learner must have mastered the necessary skills commensurate to his grade level. Since it is the duties of the school administrator and the teachers to discharge their responsibilities in accordance with the philosophy, goals and objectives of the school, they both indeed have a crucial role to play.

Reference:
The Center for Comprehensive School Reform and Improvement (Year Uncited)
http://www.readingrockets.org/article/role-principal-leadership-improving-student-achievement