IMPORTANCE OF A GOOD TEACHER-PRINCIPAL RELATIONSHIP

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There are lots of things the members of the academic community have to consider in putting up an effective learning environment. Some of these considerations are the facilities, teaching and learning styles, and an effective curriculum. They are the things the academe needs in order to realize the school’s mission and vision.

One vital factor that we should not be taken for granted is the teacher-principal relationship. It is very essential in creating a wholesome working environment. Research shows that the attitudes of principals and teachers create an atmosphere for learning, often referred to as school climate that influences school effectiveness. Other research shows that atmosphere of trust, shared vision, and openness create positive school climate conditions (http://eaq.sagepub.com/content/48/1/39.abstract). Constant communication, rapport and empathy play great roles in keeping up a nice principal-teacher interaction.

The relationships between teacher and principal come differently among schools. This relationship brings a huge effect on the school’s performance. Consequently, both of them have to carry out a very important responsibility in building an interdependent, working academic community.

The principal establishes important relationships with the staff. As schools evolve, there is a need for different relationship paradigms to help properly guide teachers. He should empower as opposed to delegate and build trust rather than demand loyalty. Principals can improve the overall perceptions of teachers by attending to fundamental components inherent in quality relationships. In addition, principals should help teachers feel better about themselves and their collective missions, which make them more effective in the classroom. Teachers need to see principals as supporters, facilitators, and reinforcers for the jointly determined school mission rather than as directors, guides and leaders of their own personal agenda. Then they are more likely to feel personally accountable for student learning. (http://www.questia.com/library/education/educational-administration/teacher-principal-relationship)

Good teachers, on the end, work cooperatively with the principal. They show dedication and initiative in doing their job. Teachers fulfill their work religiously living the different values and considering everything not only for their own sake but for the welfare of every student.

Teacher-principal relationship is one of the significant factors which should be taken into consideration in building a healthy school climate. The role of the principal and teachers to provide a wholesome working environment and to realize the school’s goals should prevail at all times. In times when issues can’t be suppressed to emerge, everybody should work for an early solution and closure so they can get back to their respective assignments and continue working hand in hand in meeting and living out the same mission and vision.
Unfortunately, problems still arise between teachers and a principal. Conflicts seem unstoppable at times. This may be due to a problem teacher, a problem principal or the collision of different ideals from the opposite sides. As a result, the school overall functions and processes are largely affected.

References

Heather E. Price, “Principal–Teacher Interactions How Affective Relationships Shape Principal and Teacher Attitudes” (http://eaq.sagepub.com/content/48/1/39.abstract) Retrieved 09/15/2013