INSTRUCTIONAL LEADER: A GOOD LEADERSHIP STYLE

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School head’s change leadership is an influential factor in improving teacher attitudes toward transformation. This displays us how teachers recognize principal’s change leadership might heighten teacher’s attitudes toward change.

Instructional leadership in schools has been expected to fit the fast-paced of change to achieve better learning results for students. The linkage between leadership and professional development has become an important component in schools.

Hence, it is essential that there is an ensuring goal to support the continuous professional growth of teachers and for maintaining the high standard of work. Together with the K to 12 curriculum, the school-based management policy being implemented in the elementary and secondary schools encouraged the role of the teachers on a higher level by giving them a positive playing field in teaching. The SBM itself can foster teacher effectiveness if it addresses personal incentives among them. As such, the policy attracted teachers to be more accountable and empowered them to be more cognitively passionate in conducting classes and in performing related tasks. Hence, improved performance of teachers was associated with effective pedagogy and social support for achievement among students. Thus, this study is seminal by nature since it will aim to identify the factors that influence impact of School Head change of Leadership on Teachers’ and Staffs’ Professional Development. What makes it interesting is the fact that K to 12 curriculum has been in effect already and most teachers are faced by the challenges that are continuously posed by the new curriculum. It has been supported by RA 10533 of The Basic Education of the Department of Education.
References:

Covey, Franklin (2015). The 7 Habits of Highly Effective People by Mango Media Inc.