LEADERSHIP AND INSTRUCTIONAL COACHING STRANDS FOR EFFECTIVE MANAGEMENT OF SCHOOL

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School Heads become servants to their vision of success for all students. They convey this vision to teachers, students, and parents through their actions. Because the interactions between teachers and students are critical, School Heads participate in the instructional process through their collaboration with teachers about instructional issues, their observations of classroom instruction, and their interactions with teachers when examining student data.

The following paragraphs examine in more detail the specific behaviors of school heads as a dynamic school leader and instructional support in schools on how to give appropriate support and intervention based upon a detailed knowledge of promoting rich opportunities for effective management of school.

Leadership Coaching Strand

School Leadership Coaching. The School Heads learn valuable insights on school leadership strategies to propel the school to the next level. School leadership coaching targets individual needs of each school leader and school. School leaders will acquire skills in data analysis, classroom walk-throughs, PLCs, school culture, daily school management, time management, school disciplinary structures, interventions and parent communication.

Response to Intervention. Develop systems and protocols to support struggling students. Being proactive is the cornerstone of an intervention process. Gain the skills needed to
create a data analysis protocol to identify struggling students, design a schedule of intervention, and set up a system of monitoring their improvement.

PLC Implementation. School Heads encourage teachers need to be constantly focused on student achievement. Learn the skills needed to create, implement, and maintain dynamic and productive PLCs that focus on student achievement, best instructional practices, and data analysis.

Classroom Walkthroughs / Instructional Rounds. School administrators need to spend as much time in classrooms as possible. Collecting data is crucial to school improvement. Gain the skills needed to implement a comprehensive instructional assistance will inform school leaders and teachers about instructional practices, grouping methods, learning outcomes, standards alignment, and student engagement.

Assessment Data Analysis and Action Planning. Don’t be data rich, information poor. School leaders need to know how to filter data so that teacher teams can create action plans to improve learning. Discover what data is needed and how to collect it in order to propel your school in the right direction.

Instructional Coaching Strand

Student Engagement. When students are more engaged in the lesson, they are less likely to be off task. Gain valuable insights to better engage your students using a variety of grouping methods, classroom norms and routines, instructional strategies, and technology.

Classroom Management Strategies. Create a classroom environment that is free on constant disruptions, off-task behaviors, and constant referrals to the office. Be proactive, rather than reactive in your approach. Take control of your classroom by learning valuable skills in creating a safe, inclusive classroom for all students, designed classroom norms and procedures, and implementing a fair and consistent behavior policy.
Instructional Technology Implementation. Utilizing the right instructional technology in your classroom can increase student engagement, participation, and depth of knowledge. Learn to select and implement the right technology into your classroom.

School Heads can incorporate these behaviors into their role as the instructional leaders. Furthermore, these actions have a direct impact on the instructional program to make a difference in the academic progress of the students, thus, effective principals do for teachers what effective teachers do for students.

References:


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