MOLDERS OF LEADERS AND HEROES OF TOMORROW: A SUCCESSION OF NEXT GENERATION OF SCHOOL LEADERS

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With a rapidly changing era, educational change has become one of the crucial components for better performance in schools. Innovative leadership in schools has been expected to fit the fast-paced of change to achieve better learning results for students.

Leaders and managers are change agents, and non-management employees usually resist change. As a result, leadership is all about action and influence, and not only the titles. Many leaders do not provide leadership, and many who do perform leadership do not perceive themselves as leaders. Teachers most of the time act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance.

School leaders change leadership competencies are more influential than teachers’ self-influence in enhancing teacher attitudes toward change. Therefore, concerted effort may be given to prioritize the continuous development of school head’s change leadership in effective change management.

The quality of education of staffs and teachers maybe influence by the training and seminars they have attended and may support the goal and mission of the school to educate learners in the best way they can. It also enhances the employees’ professional growth and development.

Supervisions from the school leaders promptly met the way a teacher manages his class is often seen as an index of his teaching effectiveness. Learning is an activity which takes place in an atmosphere free from disturbances and distractions. A teacher cannot
therefore be said to be facilitating learning when conducting his class in a disorderly environment like when students are sleeping in the class, when students are inattentive or engaging in disruptive activity while lesson is on. A good teacher should watch these behaviours and put them to control and supervision helps to intimate teachers in this way. The evaluating unit of the ministry of education should be properly staffed with qualified instructional supervision professionals.

The need for an operating supervision system in all schools is a requisite to quality education. Even if no more than a monitor, its presence assures that there is an authority to whom educational activities are accountable. The key, however, is the balance by which the supervision system attains the goals set for the individual school.

The purposeful ways in which School leader work to build the next generation of teacher leaders in response to the shortage of K-12 principals. Given the impact principals have on student development and the shortage of those applying for the principal ship, this is one way to discover how principals build leadership capacity at their respective school sites and groom individuals for leadership roles. School leaders fostered leadership capacity by providing authentic administrative opportunities for teachers pursuing the administration credential.

Additionally, the school leaders’ methods for building leadership capacity were positively perceived by the identified teacher leaders. Factors that facilitated leadership capacity development include school and district systems and structures, while factors that inhibited teachers’ development include psychological concerns.

It illuminates the need for administrator to build leadership capacity at their school sites in order to purposefully prepare teacher leaders for school administrator’s succession.
References:
