PARADIGM SHIFT IN EFFECTIVE SCHOOL MANAGEMENT PRACTICES

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Improvement in school management ranked high on the list of priorities for school reform (Wallace Foundation, 2013). This constituted the significant role of the school principal in the school operation within educative process. Hence, this transcends on his visions in improving his own managerial skill. Therefore, it is imperative to have a paradigm shift on school managerial skill and conceptualization of good leadership practices. Realization of these demands and challenges are not easy to materialize; however, it is an imperative for principals’ proficiency, creativity and the overall educational objectives in the management of school (Uko, 2015).

These highlight on the personality and work attitude of the school principal as a manager and as a leader. Many school principals perceive the manual or any existing rules do not solely breed effective management. Therefore, effective school managers are dedicated, hardworking, open-minded, vigilant, sensitive, emotionally stable, matured, and humane. These characteristics would help them to achieve effective management having good relation among subordinates, learners and other stakeholders.

Dedication is not just simply exceeding time on work nor bringing home paper work but accomplishing the task with passion on what you are doing. Thus, it is a selflessly giving of oneself for the benefit of the many, acknowledging ones weaknesses and shortcomings as a leader. On the other hand, hardworking is not simply accomplishing all responsibilities and roles that are ought to do. This transcends on giving the best out of ones’ ability. Likewise, it is also projecting on the high level of
awareness and knowledge about everything that governs the work. Hence, all aspects of work are prepared in advance leaving no portion unattended.

Next is open-minded. He is simply open for changes. This means, he is constantly abreast with new and current innovations for the benefit both teachers and learners. He accepts and views them as good avenues in enriching teachers for new trends and good opportunities for the learners to experience quality education. Further, he is vigilant. He is cautious on the status and current situation of the school and to where it is leading. He is sensitive to everybody’s experience and aware of whatever needs arise. His decisions are not just a product of unequated judgments but in light of his wisdom and understanding. He devotes himself in doing worthwhile tasks and utilizes time to activities that will help the school community in achieving its goals.

Moreover, he is emotionally stable. He deals with subordinates professionally. He controls his temperament and cordially accepts everything, fostering good relationship with others. As a paragon, he sets good examples to all. Henceforth, he is trustworthy. He deters any forms of abuses. He is conscious that his authority comes with responsibilities that are burdened on their shoulders. The maturity he possesses gears him not falling on the temptation of abusing his power. And lastly, he is humane. He acknowledges that like him, others have their own limitations too. He knows, understands, respects and acknowledges everyone having his/her own dignity and is ought to be respected.

As a school manager, are you willing to make a difference?
References:
