REFORMATIVE SCHOOL MANAGEMENT FOR A TRANSFORMATIVE EDUCATION SYSTEM

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Managing a classroom is a challenging job. You have to deal with diverse learners, know the appropriate strategies to be applied in teaching, address the struggles that students encounter and many other difficulties that a teacher can experience. But, school management is a tougher job because it corresponds to an array of responsibilities which requires a practice of good leadership and management. Hands-on school leaders are needed because they will be dealing with a vast range of school operations, from enhancing different school activities and practices for a pleasing learning environment to empowering faculty members for a quality teaching.

Zh.B.Khajayeva and S.K.Abisheva (2016) said that “management involves the creation of an environment in which people can most effectively use other resources to reach stated goals.” It involves the implementation of four basic functions: planning, organizing, leading and controlling. These four basic functions enable school leaders, specifically principals, to improve the education system of their schools in able to provide quality education for the learners. They should plan about the steps to be taken in reaching their goals, organize work force according to plan, leading by connecting with employees on interpersonal level wherein a principal must act like a leader and not a boss, and controlling different processes to assure that the actions are still aligned with the plans.

Having school leaders with a vision in improving learning outcomes is not suitable enough because having a vision should also come with an effective on-going management tasks. They should have a keen observation to discern what other refinements should be done to improve their schools by establishing strategic actions to
provide an excellent service for the students. Other than that, they must also provide trainings and seminars for faculty members to strengthen their capabilities in providing quality teaching for the students, which is the major concern of education community.

Due to these heavy responsibilities shouldered by school leaders, Aliakbar Behbahani (2011) insisted that “the educational managers should receive trainings because thoughtful and efficient principals in schools help in improving job satisfaction teachers, establishing firm links with parents of students, strengthen PT associations, lower educational loss, improvement in renovation and creativity in benefiting form human resources and facilities.” Even others might say that school principals already possess necessary skills to handle tough responsibilities, there is still a need for them to be educated and be informed with more strategies and techniques in managing a school because there are always some changes with the trends in education system.

Further, school principals should not only seek improvements in education system of their schools. They should also seek improvements within themselves because they should not settle on the skills and capabilities that they already have. Those are needed to be upgraded so that they will be flexible and adaptable to whatever complex school-based problems they may encounter. There might be bigger challenges ahead that are beyond their expectations that is why it is very important to be prepared and wise enough when it comes to dealing with problems. These are the reasons why trainings and seminars are important not only for the teachers but to school principals as well.

Renata Lemos and John Van Reenen (2014) said that better management in schools really can improve life for pupils, parents and teachers. In their research, the measures of management quality suggest that good practices really matter for school performance. This means that school management has a great impact to the whole school community because it reflects how the teachers and students perform. Since the order and implementation of activities and school practices are coming from them, they
are liable of the school performance and are responsible of achieving a transformative education system in their schools.

Managing a school is such a tough battle. There are still remaining chances for us to continue trying until we reach our goals if we did not succeed in our first attempt. After all, we must focus on how to achieve reformative school management because our nation lingers its trust to the transformative education system that we could provide to the young learners, which are the hope of our nation. There is no assurance if you are going to win all the times because we cannot get away from the fact that in achieving something, there are always downfalls that await. What matters is that after we fall, we immediately stand up with a more determined stance and more rigid decisions to make.

References: