RESEARCH-BASED PRACTICES OF EFFECTIVE SCHOOLS

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What would be the bases or indicators to identify if the school is effective or not?

Lynch, (2015) posited that students’ performances should be the primary indicator of a successful school. This makes sense because the main purpose of school is to mold students not just academically but also their totality. But then, as we all perceived, there is no one factor that can accurately determine the effectiveness of schools. School leaders, teachers and the internal and external stakeholders play vital roles in making the school performing, sustainable and effective. Although the success of the schools may sometimes depend on the kind of leaders they have, we also need to give credits to the team under their leadership. The school leaders couldn’t stand alone. They need full support from his/her colleagues to achieve the goals of the schools.

The content of this document is related to the present education system. Schools all over the country have applied and showcased their best practices to sustain or uplift their performance levels through School-Based Management. SBM is a DepEd thrust that decentralizes the decision-making from the Central Office and field offices to individual schools to enable them to better respond to their specific education needs. Every year, schools were assessed and evaluated through SBM monitoring to assess their practices in school and their levels. Truly, in order to achieve a high-level performance, school has to accomplish what are needed in every principle such as Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources. Moreover, in the Philippines there are numbers of performing schools where the School-Based Management best practices are truly remarkable.
The success stories of the listed countries could give every school the ideas on how to be effective school. Truly, the effectiveness of school depends on the kind of school leaders, management styles of leaders, teachers, stakeholders, and the like. But then, not all best practices could be applied to the present curriculum in the country. Every school has different situation, different set-up, different problems, and different needs. Not all best practices to other schools can be applied to every school.

Based on the findings, in order to be an effective school, the school head must be a dynamic leader, the school must have a strong community partnership, and must have a clear mission and high expectations for pupils and teachers. Likewise, the school must ensure optimal utilization of resources and provide facilities for increasing academic achievements, practices meaningful assessment and reporting of pupil progress, and the school must have a strong sense of accountability.

If possible, it will be better to propose a program where in all schools in the district will have an Annual Exhibit of Schools’ Best Practices applied in the School-Based Management System. Every school must put up a booth where they can exhibit what they have in school as part of their best practices that can be shared to other schools. They can bring their files, documents, innovations, and other evidence involved in the SBM. This is a simple way of sharing, benchmarking, to others to help improve their practices in school. This will be judged based on the set criteria, to select the best school implementers. There will also be an awarding ceremony to recognize every school.

Every school can be an effective school. Collaborative efforts will always be an effective way to help every school to become an effective and performing. School leader must have the courage, eagerness, and selfless desire to manage the school productively. He/ she must have the motivating power to encourage every member of the institution to work effectively to achieve the shared goals. Leaders must have the willingness to serve rather than to lead and command. As can be observed, if the school leader is organized,
worker, hardworking, and competitive, the school can be an effective and performing school.

References: