REVITALIZING INSTRUCTIONAL SUPERVISION
By Andres C. Matawaran
Senior Education Program Specialist

The fast changing trend in the educational system of the country is the main reason why the need for effective and efficient school heads is arising. Nowadays, there is a great paradigm shift on the roles being played by the teachers, school principals, curriculum directors, supervisors, superintendents and the like. But studies show that the great burden lies among school principals, though they are empowered, it cannot be ignored that they are bombarded of mountains of paperwork to do. Fulan (1991) said that the role of the principal has become dramatically more complex, overloaded, and unclear over the past decade.

K+12 program is the newly implemented basic education curriculum in the Philippine Educational System. It is an ideal curriculum that made instructional leaders be more cognizant of the role they will play. This was done to counteract negative effects of modernization and to make Filipinos compete in the global arena. For this matter, instructional leaders are now challenge to equip themselves enough knowledge, concepts, and skills to cope with the demanding nature of their job. In modern times, school heads should therefore pursue his graduate studies in order for him to be more eligible and fit in the position he is in and to supply him an adequate training ground to better run an institution. The 1994-95 data on graduate enrollment shows that 43.8% of the total enrollment was in teacher education. The doctoral level is far higher having a share of 62.6% (Garcia 1996). The data further reveal that even before there are many who aspire to be a school head. But what is alarming is the spread of “Diploma Mill” type of institutions wherein the graduate schools are being paid so the students can hurdle easily their studies. This maybe the probable reason why we have incompetent instructional leaders in the country.

This time instructional leader s became now as the curriculum leader at the same time instructional leader who is supposed to be the general manager. The general manager sets the policies and priorities, establishes the direction of change and innovation, and planning and organizing curriculum and instruction. Forbes (1999) said that instructional leaders are also
learners, even when schools are not actively in reform projects, principals and district administrators find themselves confronting issues for which they have not been trained. This may include demographic shifts, more rigorous academic standards, various teacher’s behavior, and integration of special-needs students into regular classrooms, gang and fraternal trouble, and even sexual harassment and molestation of students.

In an article written by Unrah(1977) she stated that instructional leaders, especially supervisors are excellent troubleshooters and accept responsibility for coping with daily crises and dealing with details. From this vantage, we can deduce that they are great risk takers, instructional leaders tend to be more responsible in everything that they do. Their job connotes leadership partnered with determination and perseverance. However, leadership implies facing the risk of criticism and misunderstanding while at the same time maintaining a sense of humaneness that can guide persons into a constructive future beyond immediate stress (Unrah 1977).

Authority is also an issue when it comes to instructional supervision. Authority frequently connotes authoritarianism in the sense of expecting blind submission to authority. In most cases many school heads avoid the stain of authoritarianism, because they have learned from experience that teachers will resist such leadership. Instructional supervision is a two way processes wherein leaders learn to lead and at the same time they also learn how to follow, leader and follower in one. In our own set up instructional leaders are more careful of not stepping within the ego of their subordinate or else they will lose companion and worst will lose credibility.

Above all, instructional leaders are said to be moral leaders. In all facets of their job they tend to comply with the standards laid down by the Code of Ethics of their profession. They must uphold the virtues of being fully human and instilled in them the characters of an upright person. Leaders must create a consensus on purpose and practice that serves as the moral standard for everyone in the school (Thomas Sergiovanni 1996). It must be noted that strong foundation of good leadership must be built in virtues like loyalty, respect, kindness, sensitivity, and love.
In the realm of education instructional supervision are “Big Words”, it connotes expertise, professionalism, and leadership. In view of this, school principals, supervisors, curriculum directors, and superintendent should be more cognizant with the immediate roles they will play in establishing and building a healthy system of education through revitalizing and strengthening instructional supervision.

References:


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Curriculum Development by Purita P. Bilbao, Ph.D.