ROLE OF SCHOOL HEADS IN K-12 PROGRAM

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With the nationwide implementation of Enhanced Basic Education (R. A. 10533), Philippine Education has entered to phase of global competition gearing itself by uplifting the country’s educative system. The new curriculum gives way to the K to 12 program that highlighted the value of Kindergarten and the additional of two grade level – grade 11 and 12 to the basic education. It is holistically developing Filipino learners to more globally competitive individuals. In general, this affirmative action proves the effort of the government in giving the best education to all of its citizens preparing the youth for globalization. It is note taking that the Department of Education (DepED) acknowledges the roles of the local schools heads on the implementation of the programs. On this regard, it is undeniable that they plays significant roles in the success of the program.

School head occupies a pivotal position in the school system (Cranston, 2009). This significant role is rooted on his functions, duties and responsibilities vested when he assumed his office. The first role of school head lies on his instructional leadership. It is explained that it is the immersion of principal on the development and implementation of any programs in the school (Vann, 1979). This also involves on the conceptualization of opportunities for teachers to improve their teaching skill through seminars and trainings that would gear them up on the new trends in teaching and relevant good practices in delivering effectively the lessons. As the law stated “teachers shall be retrained to meet the content and performance standards of the new K to 12 Curriculum”

Another role of the school heads is initiator of shared information and decision-making (Knaub, 1979). Implementation of any program is a collaborative effort. It involves teachers, learners, stakeholders and the principal constituting the cumulative effect of working together in a positive force. Accordingly, educating the 21st century learners is becoming difficult and in order to secure curriculum implementation, principal needs to
initiate a more collaborative decision making effort, exchange ideas, set priorities and share in decision making. On this way also, he builds school and community networks that encourage active participation in the implementation of the curriculum. Last role is agent of change. The dynamic change in the curriculum is the result of many efforts in producing quality education. The role leads on the versatility in accepting changes and promotes changes for the benefits of the learners. Furthermore, he positively envisages the success of the curriculum implementation as a new portal of change.

R.A 10533 defined “school head as person responsible for the administrative and instructional supervision of the school or cluster of schools”. He needs to ensure the smooth implementation of any education programs and curriculum implemented by the government. His roles in the success of K to 12 program depend on his effective instructional leadership, shared information and decision-making process, and as an agent of change. And with these, success of the program implementation will be materialized.

References:

