SBM WORKS

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A Quality Education System is one that succeeds in achieving the individual school target goals and outcomes; one that is compatible to the needs of learners and society; and one that cultivates the capacity and capabilities of students to earn expertise and the needed 21st century skills. Quality is not the only influence in keeping students out of school, but when competent learning is not observable in schools. Hence, if this happens, certain factors may be glimpsed as reasons: poor teaching-learning given by teachers, incompetent staffs in the rosters of teachers, mismanaged school system by school heads, and poor leadership potential and misguided governance of the school leader. These will all go back on how the schools embrace and essentially practice the school-based management.

In achieving the Department of Education’s (DepEd) objectives- Education for All (EFA) the Department is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). DepEd introduced the Key Reform Thrust 1 (KRT1) of BESRA, and that is the School-Based Management (SBM). SBM increases the involvement of school-level stakeholders in managing schools that will increase the capacity of schools to improve by increasing stakeholders' ownership and accountability for school performance. SBM makes broader range of perspectives in considering decision-making process that better tailored to the needs of the local school community. Schools are turning to school-based management as a centerpiece for their improvement efforts.

With SBM, different enabling policies were developed like the School Governing Council (SGC); conduct an assessment for the degree of the Level of Practice; crafting ang
implementing School Improvement Plan; and delivering reports of accomplishments through School Reports Cards (SRCs). SBM had been developed to better highlight the learner as the center of SBM practice; to encompass the diverse realities of learning contexts defined and uniquely occurring within definite environmental make-up of the contemporary society; to enhance the commitment of community and education stakeholders at all levels to their responsibilities and accountabilities in actualization on the education outcomes for children; and to enhance the school system’s ability to be on track in achieving the Education for All/Millennium Development Goals and sustain good performance.

References:

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http://www.ascd.org/publications/educational_leadership/feb95/vol52/num05/Making_School-Based_Management_Work.aspx