SCHOOL-BASED ORGANIZATIONAL MANAGEMENT AND THE BASIC EDUCATION REFORM AGENDA

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A school at any rate of level does have a number of stakeholders that the school governance requisites to work and relate with e.g. educational practitioners, parents, pupils, and the barangay/municipal government service employees and the community as a whole.

Even if school-based management is subordinated under the tenet of community cooperation, alignment, or upgrading the status of teachers, it has been a major educational change over the years.

Now it's gaining support as a method to boost faculty performance. Yet the particular manner by which the school-based governance is ought to head to fulfillment of improvement has received little attention and efforts to achieve that goal have been hit-and-miss. Just like what the common cliché entails, it is unrealizable to make everybody likes you.

The Basic Education Reform Agenda or BESRA is a package of policy actions collected under the five key reform thrusts to facilitate the implementation of the governments Education for All program. The primary overarching goal of this reform covers the continuous development of the educational institution through the dynamic
support and implementation of its stakeholders. One essential habilitation drive is improved learning aftermath through meliorated teacher criteria. It also include the key reform thrust for the desired learning outcomes enhanced by national learning strategies, multi-sector coordination and quality assurance with the improved impact on outcomes resulting from complementary Enhanced Child Education, Alternative Learning System and private sector participation. The ultimate aspiration of Education for All program is to hand over fundamental faculty to everyone to achieve Functional Literacy for all by 2015. The implementation of the BESRA was seen as a welcome move by several, both in the private and public sector.

However, years when its initial implementation, many of the proposed reforms have not been fully implemented. The government service which governs the basic education has failed to sustain reforms into large scale, integrated and sustained outcomes due to lack of government support for the failure of some reforms initiated through the BESRA (Poblador, 2009). The Governance of Basic Education Act of 2001 (Republic Act 9155) provides the legal basis for the decentralization of basic education management and governance to the amount nearest to the learners, the school and community. DepEd started the adoption of policy on Principal Empowerment when some of the administrative and instructional supervision functions of the divisions were delegated to school heads. The aforementioned reform made improved learning outcomes in many faculties as a result of relegation some decision-making functions to the principals.

However, this development was temporary and not sustained in some faculties. When the authorized faculty heads were assigned to alternative areas, the capabilities of
the entire school system had not yet been fully developed, thus it had not been able to sustain whatever improvements started (DepEd, 2016).

The bottom line is that faculty-based management isn't Associate in Nursing finish in itself; though it will facilitate foster Associate in Nursing improved school culture and higher-quality choices.

Effective management systems are crucial in sustaining quality teaching and learning that has to involve fitting processes and structures for varsity performance management, student assessment and reportage, information organization and timetabling.

References: