SCHOOL-BASED MANAGEMENT: DELEGATING GREATER AUTHORITY TO THE LOCAL SCHOOL SITE

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School-Based Management, an educational system 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. It is refer to participation and increase of involvement of parents, pupils, teachers, principals, officials and beneficiary groups of the community and local organizations may help to increase the independency, responsibility and accountability of school.

A key characteristic of SBM can be anticipated to improve the pupil’s academic performance and achievement and other school outcomes such as monitoring of school faculty staff, better pupil’s appraisal and the school's requirements and its policies, and a more effective use of resources. This innovation is to decentralize the authority to the school level. The decision-making and responsibility over the school operations is transferred to school principals, teachers, parents, sometimes pupils, and other school community members. The school-level however, have to conform to, or operate, within a set of centrally determined policies.

School-Based Management transfer the responsibility and authority over one or more of the following activities: budget allocation, requesting of textbooks, hiring of teachers and other school staff, and other educational infrastructure improvement plan, material purchasing and procurement, curriculum development plan and setting of school calendar to better meet the specific needs of the parents and other local community stakeholders, monitoring and evaluation of teacher performance and the pupils learning outcomes. It is also included the school grants, the school-development plans, and
sometimes information dissemination of educational results (otherwise known as ‘report cards’).

The 21st century basic education systems are extremely demanding in terms of the managerial, technical, and financial capacity and, thus, as a service, education is too complex to be efficiently produced and distributed from a centralized programs and the larger the unit of governance, the citizens will less able to express their individual preferences, which the education system's organization ought to satisfy insofar as possible; the smaller the unit of governance, the more parents will participate, contributing to higher of pupil’s performance and achievement.

Good education is not only about on physical inputs, such as classrooms, teachers, pupils and textbooks, but also about incentives that lead to better instruction and learning.

References:

https://www.nap.edu/read/5143/chapter/6