SCHOOL PRINCIPALS AND THEIR BLENDED ROLES OF BEING MANAGERS AND LEADERS

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According to Dr. Harvey Alvy and Dr. Pam Robbins (2016), “successful principals learn to seamlessly blend their roles as managers and leaders and understand the importance of both tasks” because other principals separate these two roles and not realizing that these two should always go hand-in-hand. They also said that successful school leaders combine management and leadership strategies effectively by “maximizing quality instructional time, using data, managing their time effectively, using faculty meetings to leverage professional learning and reflecting”.

Having managerial and leadership skills are not enough to be an affective school leader because one must know how to implement the actions and skills that a principal has. They must also know how to determine what particular techniques or strategies should be applied in some particular situations because a principal might jeopardize some school operations if he or she does not know how to handle and deal with the dilemmas and other things that need his or her supervision.

David Carter (2013) said that effective principals have a high level of emotional intelligence and interpersonal skills because they should also be capable of persuading and influencing others in a good way rather than just directing or giving orders. Principals have to take people with them and got to build a collaboration and get people to work together. He further said that principals must also have the qualities “to work relentlessly on behalf of pupils, having a clear and consistent vision and working closely with the community the school serves.”
Principals should also give full support and supervision to the faculty members in identifying their strengths and weaknesses so that the principal will know where to focus. Once the weaknesses were identified, the principal may provide seminars, conferences or forums in able to instruct and educate more the teachers that need improvements. Through these, the capabilities and potentials of the faculty members will be strengthened, hence, giving more effective teaching to their students.

In addition to this, Rick DuFour and Mike Mattos (2013) said that “instead of micromanaging teachers, principals should lead efforts to collectively monitor student achievement through professional learning communities” because assuring that all the students learn is very important since the priority of goal of the schools is to give learning and development to students in many aspects. The main reason also why school heads work hard to identify what should be improved is to provide quality education to the students because their welfare is the number one thing to be considered.

Lastly, a principal should always be visible and accessible because leading by example is very crucial in becoming an effective manager and leader. He or she must also see even the smallest problems in the school that are needed to be fixed because these small problems may become worse or become bigger. By possessing the abovementioned qualities and application of the strategies, the management and leadership of the principal would be very effective in gearing students with full potentials and producing globally competitive learners.

Reference:

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