THE EFFECTIVE INSTRUCTIONAL LEADERS: WHO ARE THEY?

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Giving instruction to the students is certainly the main concern of the teachers and the school. Helping them to hold knowledge, master skills, and learn values are necessary to produce independent learners and productive citizens of the country. But the question is: How do teachers and school heads become effective instructional leaders?

Teachers can become instructional leaders in their own ways. Teachers, who persistently help students to gather lifelong learning experiences and consistently organize students’ co-curricular activities to develop learners’ talents, are considered effective instructional leaders. These educators are needed in the teaching and learning process, because they have the heart and the passion that the youth wanted. Similarly, teachers who used varied teaching strategies and have the ability to differentiate instructions to address diversity of learners, are absolutely making an impact on the retention of knowledge and skills of the students.

Master teacher and head teacher can also become effective instructional leaders. Based on the Results-based Management System (RPMS) Manual, master teachers can become instructional leaders through demonstrating an exemplary practice in the delivery of lesson and in the application of content and knowledge in real life situations. In this way, they can inspire proficient teachers (Teacher I-III) to perform the same way as they did. Master teachers, who coach and mentor their co-teachers, are also showing quality of an effective instructional leader. In addition, head teachers can become effective instructional leaders through assisting teachers in making lesson plan or daily lesson plan/log. With this, teachers can execute their lessons with comfort and confidence.
Head teachers, who continuously evaluate the teaching performance of their teachers, are effective instructional leaders as well.

School principals are also expected to show leadership when it comes to instruction that will increase students’ achievement. How do they can do this? Principals should regularly support programs and activities of the school that will benefit the learners such as program in sports, health awareness campaign, and bullying prevention and intervention. They should assist teachers who are conducting an action research and research study that may serve as the basis for developing a program. In this action, they are helping teachers to improve the quality of learning and provide collaborative learning environment. They should also support teachers who are taking post graduate studies to get experiences that can be used in classroom situation to enable students to easily grasp knowledge and improve performance. School leaders are skillful in prioritizing programs that increase students’ performance. In this manner, school principals are effective instructional leaders for students and teachers.

Many are instructional leaders, but few are effective. According to Cotton (2003), effective instructional leaders are those who involved in devising and improving the curriculum that clearly affect students’ retention of knowledge. Certainly, school heads and teachers who put academic and non-academic performances of the learners as the top priorities of the school mirrored effective instructional leaders.

References:

