

## “WALK THE TALK”

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*" Walk the talk, talk the walk!"*

- George Meredith

The progression of the concepts and models of supervision varies on the curriculum it represents. As curriculum changes over time, the model of supervision also changes. Gone are the days when supervision is made only by the heads to discern the poor performance of teachers and advise them what to do (humiliation occurs). There is a truce in gathering data about the teachers and why teaching became a failure (an investigation also resulted in an inhumane act). It is also a cliché (but still apparent) to make formal discussions such as pre- and post-observation, believing that teaching will be improved through clinical supervision. Today, Learning Leaders are the trend. They are those who focus on the learning of both students and teachers.

Serving the Philippine academe for sixteen long years from private to public institutions became easy for me to recognize the mentioned terms in the readings. From the curriculum to the learners, terms are a bit common for me. What is uncommon is the term, Instructional Leaders (IL). I learned here that school heads are not only the ones who can lead. A teacher, even teaching, can be an Instructional Leader. Cell J (1995); Sergiovani (2001); Mc Ewan (2003) delineated IL as a principal or school head who makes and delegates others to promote growth in students' learning. Moreover, IL is no longer limited to the function of school heads but also the master teachers and the teachers inside the classroom.

The Philippine Professional Standards for Teachers (PPST) was designed with guidelines to follow. The guidelines for the Results-Based Performance Management System (RPMS) - DepEd Order No. 42, s. 2017, dignify the teachers' annual performance. The competency to meet is described by the indicators or observable behaviors that should be practiced or described. Without noticing, an ordinary teacher, when following the guidelines set by the department, will possess the characteristics of a genuine Instructional Leader. The problem will arise when a teacher only focuses on the grade she will receive and not the goals set. Evidence is much easy to produce rather than minding accountability of work.

The procedures are set to clear. Compiling my evidence never became a problem in my first year of teaching in a public institution. Without prior knowledge of how a teacher should be gauged, I do my job regularly; in the end, I never realized it is what I need to do. The only difficulty I encountered was using the pictures as evidence, which I was not used to doing in my previous jobs. In my analysis, teachers will not panic, proving that only jobs are consistently done well, not the other way around.

The roles focus on the end goal of the IL, which is for the classroom teacher to share the responsibilities of the school heads. Ultimately, both should settle the guarantee of quality education.

In my four years as a public-school teacher, I can say my profession has been realized. My job as a private school teacher has equipped me to be effective and efficient. The only thing that a private institution should focus on is following the prescribed curriculum for each grade level. Competencies (per level) are not met in the private school; in turn, the government's goal for spiral progression is only realized in the public schools. I am more than lucky to be a part of DepEd. The fact that I can do what is supposed to be done in the guidelines as a teacher; means I am on the right track. Doing my job to help the head focus on a goal and redirecting them to standards is already a pleasing task. Filling the gaps without realizing their worth is already a fulfillment to me. Who can say following a guideline can make you be an Instructional Leader!

In my early discussion, it is said that following guidelines will make you fall into places. Thus, it is through strict monitoring that we will help us succeed with our goal of quality education. The role of a teacher as an Instructional Leader will always focus on the teacher and students' performance; however, until when?

Proper monitoring of the strict implementation of the guidelines should be done. School heads, regardless of the number of teachers, should properly monitor teachers' performance. The principals should not rely on the result of the evaluation. More so, involve oneself in the task. Assigning the best human resource (proper staffing) who can lead the team to the goal's success is a huge task, but with transparency and accountability, tasking will be appropriately placed. Some teachers do not focus on following the standards to achieve quality education. Teachers usually tend to focus on the recognition they will have without prioritizing their goals. When master teachers and teachers know the power of accountability to their posts, success can be achieved. In short, the expertise and intelligence of the teachers shall be honored and empowered Schmoker (2006).

A master teacher or a mere teacher can be an Instructional Leader. With this, we can help monitor errors and assist with weaknesses when needed. The school head, therefore, should be vigilant to everyone to take part in the task, for them to be a part of the success. Deadlines have to have fangs. Strict implementation regardless of who you are. Often, those who follow are the ones who are wrong and those who do not remain functional. Sad but true, those who do not do their task according to the guidelines are the ones who consistently provide more evidence that will give them high grades (valid at present). In this manner, some who remain to do the right thing are demotivated to do the job.

***"Don't be caught unguarded!"***

– Fr. Jersey Prepose

Do we still follow the rules when nobody is watching? Do we still do things for the benefit of others even if nobody is watching us? Is our service genuine? Why are we affected by the bullies when we do what is right and needed? Why do we allow them to dictate to us?

As I end this comment on Instructional Leadership, I hope I can be a part of the Instructional Leadership in my workplace. Likewise, I hope to do things that I like more. Things that console me because it has the power to change the system of bullies. Doing essential items should be my priority regardless of what others might say. Like the IL, I should be well motivated with a common goal. Like the IL, I should be more than motivated when I am on standards. Like the IL, I should always do my job, even unguarded. IL encourages one that accountability is more than a commitment; performing it is a passion!

## REFERENCES

[Talk the talk ... walk the walk - Idioms by The Free Dictionary](https://idioms.thefreedictionary.com)  
<https://idioms.thefreedictionary.com>

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**Instructional Leader**

*Cell J (1995); Sergiovani (2001); Mc Ewan (2003)*