

EMPOWERING SCHOOL HEADS

by:

Jackielyn R. Bravo

Teacher III, Daan Pare Elementary School

The principal's duty encompasses a wide range of responsibilities, including leadership, teacher evaluation, and student discipline. Being an effective principal takes a lot of effort and time. An excellent principal maintains a sense of balance in all of her tasks and strives to do what she believes is best for all of her clients. Every principal's time is a big constraint. Prioritizing, scheduling, and organization are all skills that a principal must master.

The head of the school is the leader of a school's leadership team. A competent leader constantly sets an example for others to follow. A principal should be upbeat and energetic, be involved in the school's everyday operations, and attend to what his people have to say. Teachers, staff workers, parents, students, and community members can all benefit from an excellent leader. In stressful situations, he maintains his composure, analyzes before responding, and prioritizes the requirements of the institution. Even though it isn't part of his regular routine, a good principal steps in to give support as needed.

Principals play an important role in a child's education. They are the persons who can be heard over the daily announcements, those who stroll the corridors during class, and those whom students must answer to when discipline is required. In the educational landscape, the function of the school principal has changed and evolved. Despite this, the principal's role as an instructional leader is linked to increased student accomplishment (Grissom, Loeb, & Master, 2013). Principals that are effective are facilitators of learning

with great interpersonal skills and expertise. These leaders are introspective learners who hold themselves and their teams accountable while fostering a positive environment.

The principal's duty has changed from that of a manager to that of a visionary for education and curricula. The principal sets targets for the teaching staff if the school is a high-performing school. The educational leader (principal) establishes clear objectives to guarantee that all pupils succeed in school (Mendels & Mitgang, 2013). All students and staff members are aware of the objectives. These objectives aid in the development of a common vision between management and employees (Klar & Brewer 2013).

Working at a school with a varied group of people and viewpoints necessitates professionalism on the part of the leader. Being professional can imply a variety of things to various individuals, but for great leaders, it involves addressing everyone with respect (Whitaker, 2012). Every action taken by a leader is scrutinized. The principal will be respected if he or she leads by example. Staff and major stakeholders will be champions for the principle if he or she performs respectfully and professionally (Whitaker, 2012).

When a leader's authority is questioned, little can be done to get other individuals to work efficiently under his or her direction.

The Six Pillars of Leadership

Vision

Taking the time to talk about the future might motivate the school heads and teachers to work hard to bring about positive improvements. Future planning helps establish priorities, such as where leaders spend their time, what they value, and how they convey those values. The key to developing a vision is that it must be a collective decision rather than a top-down one. A leader's personal vision is where he or she wants to go; a group's vision is where everyone wants to go.

Relationship

Teachers and principals who are effective have the ability to build strong relationships. There is no one-size-fits-all approach to building great relationships. Effective relationship builders, on the other hand, have some characteristics: they care, communicate, build trust, generate empathy, and show genuine interest in others. Relationships are necessary for effective leadership. Keep in mind that the principal is the one who sets the tone in his or her school. Positive, trusting connections contribute to a positive tone, which is why they must be worked on constantly.

Trust

Principals and teachers must practice building and extending trust on a daily basis. Trust can take a while to be formed and is the building block of great partnerships. Effective principals and teachers build trustworthy connections by working together to make decisions that promote creative thinking and innovation. Staff and students require knowledge of their school's mission or vision, as well as connections that foster trust and recognize their contributions. Because trust and safety go hand in hand, staff, teachers, and students may be more likely to take calculated chances in order to progress and grow or let go of what's keeping them away.

Efficacy

The conviction that leaders can make a meaningful difference for a child divides the goals and motivations of mediocre and great teachers and administrators. The first three pillars must be firmly in place in order to promote efficacy within a school community and develop collective efficacy. Collective effectiveness refers to a school's efforts to enhance teaching and learning so that each child's needs are satisfied and progress is made. Collective efficacy fosters a school culture that prioritizes lifelong learning and consistency in words, actions, and beliefs. The greater the personal and collective efficacy of school members who have higher teaching, learning, interaction, and collaboration skills.

Student-Centered Environment

Students come to school with varied experiences and knowledge in math, reading, critical thinking, vocabulary development, problem-solving, and social skills. Teachers and principals in a student-centered environment understand and acknowledge these differences and make decisions that are in the best interests of all students. Teachers must be able to refine and adjust learning experiences in order for every student to improve and grow if they are to develop a student-centered approach to learning. Continuous building-level professional learning must become an important part of a school's culture for this approach to thrive.

Instructional Knowledge

Staying current and being a learner, as well as an educator committed to growth and expanding his or her knowledge base, benefits the profession and students. Each of the pillars is influenced by instructional knowledge. Indirectly or directly, a lack of instructional knowledge will prevent collaboration to build a vision, relationships, trust, and efficacy, or to create a student-centered school. When educators accept the personal and professional responsibility to learn, they gain the knowledge to grow and, as a result, can help staff and students learn. Today, there are numerous ways to use social media to build a personal learning network (PLN). Individuals must make the decision to continue learning and growing, but the principal can inspire staff by becoming a self-motivated learner and sharing his or her enthusiasm and knowledge.

References:

<https://www.middleweb.com/42033/use-6-leadership-pillars-to-empower-teachers/>

<https://files.eric.ed.gov/fulltext/EJ1230685.pdf>

<https://www.thoughtco.com/role-of-principal-in-schools-3194583>