

THE MANAGEMENT STRATEGY

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A sound management plan is a secret to high-quality education in this new normal. Such is required at all educational levels. As they play such an essential part in preparing students for many aspects of life, today's schools are seen as having a critical need for attentive management. Their primary school education quality heavily influences the students' achievement. The school principal is crucial to educational activities in this new normal. Every school's success or failure rests on the shoulders of that institution. The school principal will serve as an instructional manager, administrative planner, and educational manager. As an educational manager, they must ensure that the prerequisites for effective teaching and learning are met, that the teacher is well-trained and motivated, that adequate instructional materials are provided, that numerous non-teaching activities do not destroy the teacher, and that they are well-supervised and given a voice in enhancing the teaching-learning environment (Matias, 2011).

The management strategy is a procedure that focuses on teaching and how teachers can better their teaching abilities in order to further their professional development. The improvement focuses on the teacher's abilities to make better decisions and solve problems and, ultimately, to improve the quality of teaching and learning. On the other hand, the improvement of curriculum instruction is addressed explicitly by management strategy. Giving experienced instructors a chance to learn how to advance their careers is part of this (Tshabalala, 2013). Effective principals may establish a climate conducive to teaching and learning, but ineffective principals' management techniques frequently result in turmoil. Instructors frequently face challenges from a student or the entire class, prompting them to devise innovative solutions. Teachers have responsibilities because

they are expected to provide students with a safe, dynamic learning environment. Although it is a heavy load, it is not entirely impossible. In the learning setting, various internal and external elements make it difficult for teachers to interact with individual students or groups of students; nevertheless, these same factors also allow teachers to employ particular skills and tactics to uphold order in the classroom. A head teacher must learn to be selective to apply the most appropriate styles because, in most circumstances, their particular style may only be helpful or essential for some school contexts. By including additional strategies to combat disruptive behaviors like speaking softly, dozing off in class, showing up late, cheating on exams, and refusing to use the target language, teachers can increase the impact of their teaching style. The management strategies used by principals are multi-dimensional constructs that include autonomous, discrete dimensions, including instructional management, people management, and behavior management. Monitoring seat work, establishing daily schedules, and allocating materials are all parts of instructional management. The way these tasks are completed affects the school's general atmosphere and the principal's management strategies. Smoothness and momentum of instruction, which were repeatedly found to be traits of carefully designed sessions, helped prevent off-task conduct in his studies on orderly versus disorderly schools. To better meet the instructional objectives of the school, it is crucial to emphasize that student misbehavior is a widespread problem that calls for a teacher with exceptional management abilities.

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