

DETERMINING FACTORS THAT SCHOOL LEADERS MUST KNOW TO SUPPORT TEACHERS

by:

Erlinda L. Quezon

Teacher III Name of School: Lamao National High School

Educational leaders have a significant impact on the climate, attitude, and reputation of their schools. They are the foundation upon which learning environments operate and develop. Excellent schools can succeed and transform when they have excellent educational leadership. Principals and administrators create school environments in which teachers can prosper and, as a result, students can excel. School leaders accomplish this by providing specific direction, nurturing teacher talent, and setting high academic standards for students and teachers. Generating effective leadership skills in education necessitates a comprehensive understanding of educational policies and programs, cooperation in school settings, and organization. Those who are interested in building strong learning communities and influencing meaningful change should look into it.

Principals and school administrators must have fundamental beliefs about how to become effective and inspiring leaders. These beliefs can be derived from experience as a teacher under an efficient or incompetent leader and from a leadership experience. School administrators, regardless of origin, should be capable of articulating why they hold their belief systems. They should also have a strategy for motivating teachers and students to achieve goals, as well as authentic leadership styles that foster trust in the community.

Effective principals inculcate inclusive, compassionate, and culturally relevant school communities by establishing and maintaining mutual recognition of family and community relationships. To establish these community networks, school administrators must be observable in their schools and communities, gain trust, and foster a sense of

accountability and shared objectives with parents, personnel, community stakeholders, and students.

According to Goleman (2006), school leaders who are trustworthy, empathetic, and connected are the most effective. These school leaders make teachers feel at ease, valued, and inspired. Trust is at the heart of what teachers expect from school administrators at all levels.

Trust is essential for any successful school interaction because it is required for a meaningful and long-lasting relationship to exist. Trust appears to be a simple concept at times. However, it is a very multifaceted phenomenon that is vital in the teacher-administrator partnership. Teachers who trust a leader will not only respect him but will also make a genuine investment in his academic aspirations.

A trusted leader is highly proficient in his or her academic and administrative duties. If teachers lack the needed competencies, a supportive principal will provide the needed training or teaching development seminars to make the teachers more qualified for their positions. Teachers always look forward to being led by a competent and trustworthy administrator. A leader's belief in his own abilities strengthens his ability to believe others. Every teacher wishes to be treated with respect by his or her principal. Respect affirms who we are and what we want to be.

Teachers expect their school heads to recognize them as professionally educated individuals. Respect indicates that the school leader "knows" the teachers on a personal and professional level. This encourages a sense of caring, which leads to the development of a mutually respectful relationship. Teachers regard themselves as professionals when leaders acknowledge their opinions and participate in mutually beneficial communication methods. Teachers go above and beyond for these leaders. Leaders who value teachers' time are respected by them. Teachers consider time to be their personal possession. An exemplary leader would not steal something without a valid

reason. Proficient and efficient teachers do not seek free time, but rather a time to complete what is required. If teachers' time is controlled over instructional preparation, frustration and dissatisfaction would increase rapidly. Teachers pay attention, acknowledge, and obey leaders who give them control over their time. This sense of ownership spreads the teachers' pride and artistry in their work, resulting in a higher level of efficiency.

Effective school leaders are conscious of the time constraints confronted by teachers. Leaders who are aware of time wasters ensure that teachers have enough time to meet the needs of all students, plan successful methods, and interact with co-teachers to share best practices.

When it comes to administrative paperwork that is not associated with teaching and learning, teachers trust administrators to reorganize school-related assignments.

Teachers, like master craftsmen in their workshops, require tools, time, and aid from the right authority to perform their expertise to the benefit of all students. All teachers, without a doubt, require tools to do their jobs effectively. Many of these are costly and technical in nature, making them inaccessible to teachers. Computers, projector bulbs, printers, and other technology can be expensive for teachers in the twenty-first century. These components are frequently used, sometimes daily, and are critical as a tool for curriculum delivery. If an essential piece of equipment fails, it must be remedied immediately so that the teacher can continue teaching without interruption. Mindful school leaders expect failures in school equipment and plan alternatives to handle problems.

Supportive administrators are always ready to provide the teachers with the necessary resources to assist them with their needs. Teachers expect these resources and become displeased and demotivated when they are not provided. Teachers, on the other hand, feel empowered and their needs are treated seriously when these materials are

easily accessible. The availability of these tools removes barriers and allows teachers to concentrate on the technical core.

References:

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