

LEADING WITH RIGHT STRENGTH

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Youth has a promising potential to be effective leaders of tomorrow. In fact, it was said that aspiring world changers tend to demonstrate a passion for achieving a collective growth within the society and their respective communities. Using the strength in a right way remains an idealism of honing these future leaders and it must always be founded by solid principles of management which is leadership, and this must be exhibited by educators and school leaders themselves. Teachers and principals must be consistent in making leadership a dominant variable within and even outside the classrooms.

Khajayeva & Abisheva (2016) gave emphasis on the importance of establishing appropriate levels of dominance and cooperation inside one's classroom. The former starts with giving the learners clear house rules with appropriate consequences if not followed, establishing a clear learning goal amongst them, and being assertive for the purpose of them separating the roles of learners and teachers. Dominance is always coupled with cooperation which could be fostered through asking the learners what they are interested to learn then devising a more integrated lesson plan. Another thing is establishing a hands-on connection with the students for them to be able to feel the home inside a classroom. While dominance and cooperation dictate an effective classroom management, it speaks more of being able to lead the students to effective learning whilst making them take part towards achieving the common goal of it.

Outside the classroom is a bigger world where school principals play the most vital role. Among the factors listed by Stein (2016), four of those are very applicable everywhere

and can develop the highest quality of leadership among institutional managers. First is the capacity to develop a positive school culture wherein the staff and educators having different strategies and personalities come together to work as a functional team. No one is left behind and no one goes ahead in this culture which means that the pacing remains favorable for learners regardless of whoever their teacher is. Principals are also expected to keep an eye on whether the school is sticking to its mission statement because this serves as the path of establishing the future goals of the institution.

Moreover, for a school manager to effectively lead, he or she must serve as a change agent who sees that the current status and policies seem to be outdated and things are in need of immediate improvement. This does not necessarily mean that things must be improved all at once. Despite a minimum pace, what is important is that changes were evident. Changes must come from different perspectives, but one strong point must remain as the base of all the shifting's aspired and this is where the concept of empowering educators and staff gets into the equation. A school principal must be able to influence co-educators to aspire for improvement and seek changes for betterment of the institution through enabling them to take part and showing their leadership as well.

Leadership at school might be very challenging because to exhibit such, all necessary factors must be considered, and all edges must be polished. Leadership comes from knowing the needs and devising the plans on how to address them whilst considering the welfare of the students, teachers, and other stakeholders. For an institution to thrive well, all elements must be in a single straight path where a clear goal is seen at the end so that everyone knows what they are rooting for. Yes, potential leaders are the ones being developed today but those potentials will just be wasted without seeing another role-model in the form of educators and school managers.

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