

SCHOOL HEADS' SUPERVISORY PRACTICES AND TEACHERS' PERFORMANCE

by:

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Change-makers are school administrators. Because of this, the pursuit of excellent education, however tricky and elusive it may appear, depends on the level of leadership shown by school administrators. The leadership skills of the administrators determine the school's success. One of the studies carried out by the United Nations International Children's Emergency Fund (UNICEF) in the Lao People's Democratic Republic (PDR) on this highly crucial role confirmed the significance of qualified school principals in providing guidance and responsibility for enhancing the learning of all students. School leaders accomplish this in highly effective schools by encouraging teamwork, supporting teachers, involving parents as partners in boosting student learning, and fostering a sense of trust and respect in both the school and community (UNICEF, 2021). Therefore, to achieve the long-desired global goal of producing excellent, lifelong learners, school leaders needed to disperse a wide range of abilities in the execution of responsibilities. The function of the school principal in instructional responsibilities is crucial. The school's success or failure rests on the shoulders of every principal. The principal is an instructional supervisor, administrative manager, and education manager.

As an instructional supervisor, they are responsible for making sure 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).

As a result, schools have been acclaimed as the most vibrant, appropriate, and central locations where formal education may be obtained and maintained. Thus, schools' primary goal should be to enhance the quality of teaching and learning to attain high levels of education in a nation (Usman, 2015). According to Fullan, Rincon-Gallardo, and Hargreaves (2015), this can only be accomplished by efficiently monitoring a school's instructional program, which should boost teacher professional development and increase student achievement. The principal's responsibility for overseeing curricular instruction must be balanced.

The primary purpose of instructional supervision is not to determine the level of a teacher's competency or to place the supervisor in a position of authority but rather to support supervisors and teachers in their collaborative efforts for the benefit of the school. Today, supervision is viewed as a two-way process in which supervisors and supervisees converse to enhance education, which logically should focus on enhancing student learning and academic performance (Zepeda, 2015). The development of the goals and purposes to be achieved, the choice and organization of the subjects to be taught, the placement of the teachers who will teach them, the choice of methods and techniques by which the subject matter is demonstrated, and the evaluation of the student's development and the teacher's improvement should all result from supervisory practices.

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