

TEACHER PARTICIPATION IN SCHOOL POLICYMAKING

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Even in the most innovative educational systems, reform efforts are an important part of school practices. The progression and nature of the reforms must be determined by information and evaluation, taking into consideration reformation designs of school systems as well as the implementation of national surveys and diagnostic assessments of the situation on the ground. There are a number of essential factors that can influence the effectiveness of the school system and the support required for both the individual and the education system in the process of school improvement. School change and improvement is a complex task that can be seen to have progressed through a series of steps (Hopkins et al., 2014), and it is shared by community members. Teachers play an important role in schoolwork development because they are the major participants in their classrooms, and their influence is reflected collaboratively at the school level.

School improvement can be viewed as a multi-phase process involving constant aspiration to obtain the balance between individual initiatives and school system modification within the given resources and concepts, between accountability pressure and assistance for change, and between autonomy and collaboration. The reforming process should be mixed in nature – "push" and "pull" – as acts of establishing reforms are those reforming developments that inspire the administration of innovations, ensure full assistance, and generate desires for change, whereas pull reforms direct the reorganization of innovations, which are differentiated by the quick phase change and the structured standards to be realized by the teachers.

As a result, teachers are the primary determining factor for the success or failure of school reform programs. A common point present behind teachers' responsibilities is

that they should transform their own professional endeavors in schools and that their professional point of view should be recognized both collectively and individually. Increasing teachers' participation in decision-making regarding their roles and developmental opportunities, as well as providing for more sharing on school action on managing issues, is a vital aspect to consider. Nowadays, reform policies are developed in collaboration with teachers' initiatives to help learners and academic school.

A study conducted by Fairman and Mackenzie (2015) on teachers' potential to see their initiatives as leadership revealed the numerous ways in which teachers collaborate with coworkers to enhance teaching and learning, but their knowledge of their work as leadership appeared to be associated with formal and hierarchy roles. Although they acknowledge their informal and cooperative work as having a significant effect on school improvement, they rarely refer to others as "leaders." Even though the different strategies that they manipulated were to enhance academic achievement, they believed a formal role that was only given to them by the right school authority.

The policy-making process in school-based administration is delegated in order to engage school communities such as school leaders, teachers, parents/guardians, concerned citizens, and learners. Teachers become active actors in processes that control their methodologies as teacher input and shared ideas are appreciated and valued in policy-making. Teachers, understandably, demonstrate greater commitment and freedom in implementing policies that they helped to develop. This participation is crucial to the success of the policy. Furthermore, school-based management allows teachers to enhance their decision-making skills, which benefits both teachers and schools. Providing teachers with opportunities to get involved in decision-making not only gears them up to be better policy-makers who contribute to strengthening school reform.

Teachers can influence policy decisions through curriculum planning and execution, school-based management, internal assessment, innovation, and advisory

councils. The collaboration of classroom teachers is essential for the effectiveness of implementing any curriculum. As a result, involving teachers in coursework management and designing ensures successful implementation. Teachers have firsthand experience with classroom teaching and learning, and their reflections and perspectives on curriculum decisions result in quality instruction. School-based management allows teachers to have a more significant role in decision-making, information sharing among fellow citizens, and the adaptability to encourage and implement innovative reform concepts.

References:

<http://www.teachersnetwork.org/tli/resources/kumar.htm>

https://www.researchgate.net/publication/324243891_The_teachers'_impact_on_policy_making_for_the_improvement_of_the_school_performance_the_case_of_Kosovo