

## INSTRUCTIONAL LEADERSHIP

by:

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Basic Education in the Philippines is rendered both by public and private schools from the pre-elementary up to the senior high school level. Under Republic Act 10533 or the Enhanced Basic Education Curriculum, students need to complete the thirteen-year education program before they can enroll in college to pursue their chosen degree.

The presence of the COVID-19 pandemic has challenged school leaders and officials on how to properly implement the K-12 Curriculum during the New Normal. Inner turmoil plagued many school officials with many whys and hows that clouded the present educational system.

In connection with this, school heads are not only managers but also serve as instructional leaders in their respective schools. Furthermore, school heads are tasked to monitor curriculum, allocate resources, and evaluate teachers' performance as part of instructional leadership. If we will browse in the history of education, instructional leadership has evolved from the 1900s up to the present time. During the late 1800s, school heads inspect the facilities first before inspecting the teachers' routines in teaching their students. While from 1900 up to 1960 supervisors used scientific means to analyze educational situations. From 1961 to 1990, instructional leadership is concerned with the mutual agreement between the principal and the teacher in improving classroom instruction, promoting research, and instructional leadership. On the other hand, from 1991 up to the present time, the revolution in instructional leadership has raised academic achievement, led to new curriculum standards, quality school heads, and standardized tests to assess learners' academic progress. Aside from that, Seameo Innotech in 2009

stressed that curriculum and instruction leaders need to regularly evaluate, enrich, and update the curriculum to ensure the quality and equitable education will be availed by the Filipino learners.

In this context, the 21st Century Educational system needs 21st Century Leaders. The School System nowadays is a replica and the alter ego of their school heads. The success and failures of one school system to another are the fruit of the kind of leadership that the school heads have imposed in their respective schools.

On the other hand, if we go back in the history of educational management and leadership, one can notice that way back in the early 1900s, School Heads took all the responsibilities in supervising the school but nowadays instructional leadership is not a sole responsibility of the school principal but a joint effort between the school leaders, and the internal stakeholders needed to deliver quality education to all the learners. Aside from this, I highly valued the upgrading of school heads as well as all the part of teaching staff to deliver quality education because I believe that an upgraded leader is fully capacitated to hurdle the different challenges that might come along the way. In the case of the teachers, upgraded learners are the by-product of upskilled teachers.

In the end, what remains in my mind was the Filipino quotation, “ Ang sakit ng kalingkingan, Sakit ng buong katawan.” Curriculum and instruction guide the delivery of educational policies and school programs but as front liners of education at the grassroots level school heads ensure the 100% delivery of education to the learners at the heart of the city, municipality, or to those who live in far-flung areas by compacting a harmonious relationship with the internal and external stakeholders of the school as an open system.

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