

SUSTAINING TEACHER LEADERSHIP THROUGH MENTORSHIP FRAMEWORKS

by:

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Teacher leadership is critical in maintaining educational reforms, and mentorship structures are the framework to facilitate such a role. Master Teachers, as instructional leaders, lead their peers in adopting curriculum innovations, new teaching technologies, and changing educational policies.

Mentorship models guarantee that leadership roles are distributed and maintained. Having defined roles and procedures, schools refrain from disjointed and ad-hoc mentoring and instead institute systematic methods that yield uniform professional development. These models enable teachers to act independently, work together, and make contributions towards improving the school.

Maintaining teacher leadership through mentoring also guarantees long-term student learning outcomes. Through enabling teachers to lead and mentor, schools build a solid foundation for ongoing instruction improvement. This leadership cycle builds not only individual teachers but also the whole learning community.

Mentoring framework also enhance the cultivation of a shared sense of responsibility and accountability in the school community. Teachers become more active in solving problems, creating innovative pedagogical practices, and supporting their colleagues when they are offered the chance to lead through structured mentoring. This cooperative culture ensures that leadership is developed throughout the faculty staff and not concentrated in a few individuals. This shared leadership supports continuous

enhancements in teaching quality and student achievement in the long term, sustains reforms, and strengthens professional bonds.

References:

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