

LEADERSHIP FOR LEARNING

by:

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The right to quality education is a fundamental right of all citizens enshrined no less in the 1987 Constitution. School heads, as stewards of the school, are at the forefront in shaping the success and effectiveness of educational institutions. They are responsible for carrying out the department's vision and mission into reality. The government is very clear with the functions of school heads in Republic Act No. 9155, Chapter 1 Section No. 7, Letter E, Paragraph 3 provides that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school. Hence, having an excellent and effective school leader is fundamental in influencing the overall learning environment, student outcomes, and the professional development of educators.

Leadership is considered as one of the main factors in school success. This includes collective efforts of every school personnel. Likewise, leadership is significant in creating structure and setting direction in schools to ensure that goals and objectives are met. Established educational knowledge dictates that preparation of highly developed qualified candidates is extremely sparse. Stakeholders as part of the school community also see the important role of school leaders in achieving effective learning institutions. In addition to the impacts of direct instruction, school leadership strongly affects learner learning. School leaders as both school manager and instructional leader are expected to promote powerful teaching and learning for all learners.

Leaders also shared a common interest in valuing human resources. As precisely pointed out by Balyer (2012), valuing human resources is categorized into three aspects.

The first is valuing contributions and efforts of co-workers, relating effectively with others, and fostering collaboration. School culture is democratic, and the leader should treat the staff with respect and establish trust that ensures that suggestions and ideas are valued. Teachers believe that the school head should be patient, tolerant, and understanding so that trust can be maintained. The belief is that the principal should find ways to move the school toward success while supporting everyone. The school head should consider leading dynamically to sustain teamwork and collaboration and enhance the passion and the drive for better outcomes for the school organization.

It is undeniable truth that the duties and responsibilities of the school heads, as key leaders of our educational system, are tough and challenging in governing the basic education sector of the country. While availability of learning materials and teacher quality is vital in delivering quality education, these alone cannot provide substantive changes without effective school leadership. Leadership skills are considered a catalyst towards maximizing organizational performance and bringing a successful school. The learnings and knowledge of the school heads imbibed accurate and substantial results in the continuous delivery of quality basic education.

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