



# EXCELS

Excellence in School Leadership for Southeast Asia

A Flexible Learning Course on  
LEADING CURRICULAR  
AND INSTRUCTIONAL PROCESSES

## Module

# 1

2<sup>ND</sup> EDITION

## Affirm the Instructional Leadership Roles and Functions of a School Head



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COMMONWEALTH AVE., UP DILIMAN,  
QUEZON CITY, PHILIPPINES

# MODULE 1

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## **Affirm the Instructional Leadership Roles and Functions of a School Head**

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**Second Edition**



Southeast Asian Ministers of Education Organization  
Regional Center for Educational Innovation and Technology

Second Edition

SEAMEO INNOTECH

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## What Is This Module About?



An orchestra is made up of different instruments played in a harmonious way. As each instrument produces a different sound, there must be someone who “orchestrates” the music. This is the person who provides direction on when and how each instrument contributes towards achieving a goal -- to create beautiful music. This person is the conductor. He/she is the “maestro” with the baton that magically creates the symphony. The conductor carefully studies the music that needs to be produced. He/she then leads the orchestra to produce the right sounds at the right time. The orchestra cannot function without a conductor. Beautiful music cannot be created without one playing this important role.

In a school setting, the school head is the conductor. In what way is the school head like the orchestra conductor? He/she makes sure that everyone’s role, like in an orchestra, is played well. He/she leads in developing and pursuing academic goals that the school needs to achieve. He/she is responsible for seeing to it that the teachers help the students to learn effectively.

Principals wear many hats in leading the school. They are the school’s administrators, supervisors, finance officers, negotiators, counselors, and even teachers. They have multiple roles.

Because of the many important roles that principals are expected to play in the school, they need to be adequately prepared for the job. Being a principal requires competence and dedication. Principals are expected to be decision makers and role models. They are expected to lead the school towards excellence. As a principal, are you aware of your roles in the school? Some principals acknowledge that their job is difficult. It is definitely not easy to provide leadership not only to teachers and personnel, but to students as well. Difficult as it may be, someone has to do it. You were chosen for the job, therefore, believe that you have what it takes to succeed in it. Being the principal or school head, you are the captain of a ship that sails on difficult waters. This course aims to help you lead that ship safely to the shore. The lessons you will learn will empower you to perform your role as principal in the best way possible. Being in this course is a sign that you want to be the best that you can be in providing instructional leadership in your school.

This module is the first in the LEARNTECH EXCELS flexible instructional leadership program for school heads and other instructional leaders. There are 17 modules designed to develop and enhance the essential competencies of principals for effective schools. Study the module titles below. What do they focus on?

1. Affirm the Instructional Leadership Roles and Functions of a School Head
2. Lead Curriculum Implementation and Enrichment
3. Conduct Pre-assessment
4. Specify Learning Objectives
5. Prepare, Implement and Evaluate a Lesson Plan
6. Facilitate the Teaching-Learning Process
7. Manage the Development and Production of Instructional Materials
8. Manage the Integration of Multiple Intelligences and Higher Order-Thinking Skills

9. Promote the Use of Technology for Instructional Purposes
10. Evaluate Learner's Performance
11. Provide Developmental Supervision
12. Provide Differentiated Supervision
13. Provide Clinical Supervision
14. Conduct a Post-Supervisory Conference
15. Rate Teacher's Performance
16. Introduce Innovation in Instruction
- 17.1 Prepare an Instructional Supervisory Plan - Part I
- 17.2 Prepare an Instructional Supervisory Plan - Part II

What did you notice about the module titles? The modules in the LEARNTECH EXCELS program encompass the different roles of principals in the school. These roles put emphasis on the importance of principals in leading the school's curricular and instructional processes. These are the roles that you are expected to play, and play well, if your school is to achieve success in providing education in the best way possible.

The different module titles also describe the various domains in providing instructional leadership. Are you familiar with this concept? Instructional leadership refers to the ability to provide a directive role in achieving the school's goals. The primary aim of a school is to teach or provide instruction. Your core purpose as a school head is to provide professional leadership in delivering quality basic education in your school. The quality of instruction provided in your school reflects your ability in running it. To achieve quality or effective instruction, you need to focus on accomplishing the many tasks associated with it. These include curriculum development, providing assessment and supervision, and encouraging instructional innovation. This explains why each module focuses on a particular topic or skill which school heads like you need to develop if you are to provide effective instructional leadership.



To be able to provide instructional leadership in your school, you need to be aware of what is expected of you. You have to be familiar with your role in leading curricular and instructional processes. This provides you with a clearer direction and enhances your focus on areas where more work is needed. Are you already aware of your many roles in providing instructional leadership in your school? Studying the lessons in this module is a good way to know more about these roles.

This module is the first in a series of modules in the LEARNTECH EXCELS program for enhancing principals' instructional leadership competencies for more effective schools. It provides an overview of the knowledge base principals need to acquire, the tasks which must be accomplished, and the skills needed to be an effective instructional leader.

Are you ready to learn more about instructional leadership and how it is achieved? I hope you are because you are in for an exciting first step towards becoming an effective instructional leader.



## What Will You Learn?

At the end of this module, you should have a working knowledge of your role in providing instructional leadership in your school. The importance of your role will be affirmed through familiarization with the different areas that you are expected to work on. After completing this module, you will be better equipped and strengthened with the knowledge of the principles and practices that will help you become an effective instructional leader in your school.

Specifically, you should be able to do the following after completing this module:

- Describe effective leadership.
- Formulate strategies to develop effective leadership skills in a school setting.

- Enumerate the various roles of a school head in achieving instructional goals.
- Define instructional and curriculum leadership.
- Discuss the challenges to instructional leadership in Southeast Asia.
- Enumerate some dominant issues in the next decade for instructional leadership in Southeast Asian schools.
- Describe the three personal leadership styles of a school principal.
- Describe the instructional leadership roles and behaviors of instructional leaders.
- Promote teacher competence.
- Differentiate between a leader and a manager.
- Practice transformational leadership.
- Identify ways to implement transformational leadership.
- Explain the need for contributing to the field of knowledge on education.

Such specifics should be able to help you a) assess your current level of instructional leadership practice, b) gauge how your teachers perceive your performance as Instructional Leader, and c) make a self-directed plan for improving your instructional leadership practice.

This module is comprised of three lessons that will guide you through the different roles of a school head or principal in leading curricular and instructional processes. The lessons are:

### **Lesson 1.**

The School Head as Chief Executive Officer and Instructional Leader:  
21<sup>st</sup> Century Expectations and the Southeast Asian Context

## **Lesson 2.**

The School Head as Instructional Leader: Enhancing Teacher Competence

## **Lesson 3.**

The School Head as Transformational Leader and Chief Learning Officer: Building a Learning Community

Lesson 1 provides a framework for approaching instructional leadership in the 21st century and in the Southeast Asian context. It focuses on a proposed first step towards effective instructional leadership, that of establishing, implementing and achieving academic standards.

Lesson 2 zeroes in on your most important roles as an instructional leader, which include curriculum leadership, instructional supervision, coaching and mentoring, and becoming an instructional resource for your academic staff. It also explores principal styles and their impact on students and teachers.

Lesson 3 introduces you to the mindset of a learning leader, taking bold steps to transform the school into a learning organization. It suggests a third step towards effective instructional leadership, that of creating a school culture and climate conducive to learning.

Each lesson could be completed in about 90 minutes. The whole module could be completed in about five hours, if you really concentrate on it. It may take about four days to a week if you are to work only on one lesson per day. Each lesson has activities for you to do which will help you gauge your progress throughout the course. Make sure you work diligently on these tests and activities to find out how well you are progressing with your learning.

# Flow of Instruction



Lesson	Focus	Topics
1. The School Head as Chief Executive Officer and Instructional Leader: 21st Century Expectations and the Southeast Asian Context	Provides a context for developing one's competence as a school head in leading curricular and instructional processes, and the important steps of establishing, implementing and achieving academic standards.	<ul style="list-style-type: none"> <li>• New Paradigm, New Roles</li> <li>• The School Head as CEO</li> <li>• Effective Instructional Leadership</li> <li>• The Challenges for Instructional Leadership in Southeast Asia</li> <li>• Characteristics of an Ideal School</li> </ul>
2. The School Head as Instructional Leader: Enhancing Teacher Competence	Discusses the important roles of instructional leadership, including becoming a curriculum leader, instructional supervisor, coach, mentor, and instructional resource for academic staff.	<ul style="list-style-type: none"> <li>• Monitoring Teacher Performance and Student Learning</li> <li>• Coaching and Mentoring</li> <li>• Principal Styles and their Impact on Students and Teachers</li> </ul>
3. The School Head as Transformational Leader and Chief Learning Officer: Building a Learning Community	Explores the mindset of learning leaders and how to take bold steps in transforming the school into a learning organization and creating a school culture and climate conducive to learning.	<ul style="list-style-type: none"> <li>• Practicing Transformational Leadership</li> <li>• Fostering a Culture of High Expectations</li> <li>• Valuing Teachers as Leaders</li> <li>• The Principal as Learning Leader</li> </ul>



## What Do You Already Know?

To find out how much you already know about the concepts discussed in this module, try and answer the questions below:

1. Explain why instructional leaders are also called learning leaders.

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2. Give four reasons why a school principal functions much like a Chief Executive Officer (CEO) of a company.

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3. Identify the appropriate domain to which the following tasks of school heads belong. Each domain is signified by a specific letter (A, B, C and D). Write the corresponding letter of the appropriate domain on the blank beside each task of a school head.

A. Instructional supervision	C. School communications
B. School management	D. School community relations

- |   |  |
|---|--|
| _____ Class observations                | _____ Coordination with national education officials |
| _____ Ordering supplies                 | _____ Involvement in PTCA/PTA activities             |
| _____ Assessment of student performance | _____ Attending meetings of local organizations      |
| _____ Hiring teachers                   | _____ Teacher supervision                            |
| _____ Basic record keeping              | _____ Joining community councils                     |
| _____ Writing to alumni                 | _____ Curriculum planning                            |

4. Name the three personal styles of principals.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. Describe transformational leadership.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. In each box on the right, indicate whether the listed function/action describes a **Leader** or a **Manager**.

Function/Action	Leader or Manager
Excite people with vision	
Diagnose and influence systems	
Create a vision and goals that influence others to share that vision	
Set the direction of the school	
Plan and budget	
Motivate people	
Emphasize systems structures and action	
Change organizational rules	

7. Name the particular quality or behavior associated with transformational leadership being described on each blank. The choices are provided below:

Idealized influence	Inspirational motivation
Intellectual stimulation	Individualized consideration

- \_\_\_\_\_ a. This is a behavior that influences individuals to view problems from a fresh perspective and with a new and increased awareness.
- \_\_\_\_\_ b. This is a behavior that inspires individuals to feel powerful identification and strong emotion toward the leader.
- \_\_\_\_\_ c. This provides support and encouragement to individual members.
- \_\_\_\_\_ d. This models high values as an example and includes communication of an inspiring vision.

# Feedback



Check if your answers are correct by comparing them with those in the *Key to Correction* on pages 107-109. Since some answers are in essay form, they may not be exactly the same as those in the *Key to Correction*. As long as the thoughts expressed are similar, you may give yourself a check mark for the appropriate item. If you got all the answers correct, that means you are already very familiar with the contents of this module. However, you may still study the module to refresh your memory and learn new concepts. If you missed a lot of items, read the module carefully to gain knowledge and skills required for success in practicing instructional leadership.

Before you proceed to Lesson 1, evaluate your current level of competency as an instructional leader by accomplishing the self-rating competency checklist on the next page. For each listed competency, place a check mark in the column that best describes your current level of knowledge, skill and ability.





## How Do You Rate Yourself?

### SELF-RATING COMPETENCY CHECKLIST

*Directions:* The checklist below contains a list of competencies covered in this module. For each competency, there are four possible levels of mastery (Novice, Apprentice, Practitioner, Expert). You will use this matrix to rate your level of mastery of each competency prior to studying the module (PRE), and after you complete the module (POST). For each competency, place a check (✓) mark under the appropriate “PRE” column which best describes your level of mastery prior to studying the lessons of the module. You will place a check (✓) mark under the appropriate “POST” column when you have completed the module. Comparing your two self-ratings on the PRE and POST columns will later tell you whether you have improved your competency level or not.

COMPETENCY	I cannot do this yet. <i>(Novice)</i>		I am learning how to do this. <i>(Apprentice)</i>		I can do this but I need to learn more and improve. <i>(Practitioner)</i>		I can do this very well. <i>(Expert)</i>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Define instructional leadership.								
2. Identify the characteristics of instructional leaders.								
3. Discuss the challenges to instructional leadership in Southeast Asia.								
4. Identify the domains of responsibility of a school head in achieving instructional goals.								
5. Describe the three personal leadership styles of a school principal.								

COMPETENCY	I cannot do this yet. <i>(Novice)</i>		I am learning how to do this. <i>(Apprentice)</i>		I can do this but I need to learn more and improve. <i>(Practitioner)</i>		I can do this very well. <i>(Expert)</i>	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
6. Enumerate leadership qualities of school principals.								
7. Differentiate between a leader and a manager.								
8. Practice transformational leadership.								
9. Promote teacher competence.								
10. Identify ways to implement transformational leadership.								

How did you fare? Which competencies do you need to develop further? Keep them in mind as you study the module.

Do you want to know more about your important role as the school's instructional and transformative leader? Proceed to the next page to start Lesson 1 titled "The School Head as Chief Executive Officer and Instructional Leader: 21<sup>st</sup> Century Expectations and the Southeast Asian Context."

Happy learning!

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**LESSON****1**

# The School Head as Chief Executive Officer and Instructional Leader: 21<sup>st</sup> Century Expectations and the Southeast Asian Context

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## What Is This Lesson About?

Education holds much promise for the youth of today. It is deeply embedded in most cultures that an educated populace is essential to national progress. Be it in Western countries or in Southeast Asia, there is a common belief that education is an important requirement for quality life. Being educated does not only mean having better opportunities in life. It also means being able to live life to the fullest. John Dewey, a noted educational philosopher in the 1900's, shared this vision "...that one could and should expect much from life" (Farris, 1996). There is perhaps no society in this world that does not value wisdom and knowledge. The transfer of that wisdom and knowledge from generation to generation is one of the most important and noble of human endeavors. The importance of schools to the vision of not only providing knowledge but also opportunities for self-enrichment cannot be underestimated. Teachers shape the future by influencing their students. Being the school principal, you have the power and opportunity to guide teachers and all school staff towards the goal of all educational institutions -- to help prepare students for life, make them productive citizens and ready to take their place in society.

Are you aware of your crucial role in determining your school's course in delivering instruction? There is a saying that "wherever the principal goes, the school follows." Your position as a school head provides an enormous opportunity to influence others. When used skillfully, that opportunity could promote quality learning and help shape your country's future.

Are you aware of what you can do to help your school achieve its goals? Have you examined what you should do and what you can be as a school leader? This is a good time for you to do so. Studying the lessons in this module is your first step towards being a leader in achieving educational success.

This lesson will familiarize you with what is expected from principals as a reflection of the time, events and locale where the school operates. You will learn more about the Southeast Asian educational context where you work. Knowing this enables you to position yourself well within the sphere of educational leadership, especially since we are now in the 21st century.

## What Will You Learn?



At the end of this lesson, you should be able to do the following:

- Enumerate some expectations of various stakeholder groups of their principals.
- Define leadership.
- Describe instructional leadership.
- Name the characteristics of an effective instructional leader.
- Discuss the indicators of active instructional leadership.
- Discuss the challenges to instructional leadership in Southeast Asia.
- Discuss the barriers to effective instructional leadership and give some strategies to overcome these.
- Enumerate some dominant issues in instructional leadership in Southeast Asian schools.
- Explain why the school principal functions like a CEO.
- Describe how emotional intelligence could be applied in instructional leadership.



## Let's Try This (Activity 1.1)

In the spaces below, write down the things that you need to do on a typical day in performing your role as a school head. Imagine that this is your daily planner. Write down as many tasks as you can. You may use an additional sheet of paper if necessary.

### Things I Need To Do Today:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Sample “To Do” List

Mr. Gohng is a principal in a primary school in Vietnam. Study his list of things to do below.

### Things I Need To Do Today:

1. *Flag raising ceremony 8:00 AM.*
2. *Announce upcoming visit of district officials.*
3. *Meet with the PTCA about the construction of a basketball court.*
4. *Sign memos to teachers.*
5. *Observe Miss Ngah, English IV 9:45-10:45 AM.*
6. *Inspect school grounds.*
7. *Check Science lesson plan of Mrs. Huong.*
8. *Send out solicitation letters to alumni for basketball court.*

How does your list compare with that of Principal Gohng's? Can you identify the tasks that are similar? Which of these tasks fall under instructional leadership practice?

Based on his list of things to do for the day, Principal Gohng seems to be a very busy man. This is probably true for all other principals regardless of where they are or how big their school is. Indeed, the school head has many responsibilities. This is perhaps why many people admire principals for their dedication and hard work. Do you agree with me when I say that a principal's job, your job, is a tough one? Many would think so.

Going back to Principal Ghong's list, out of the eight things for him to do that day, it looks like only two (numbers 5 & 7) are easily recognizable as directly affecting the instructional process.

In a day's work, how much time should the school head spend in providing instructional leadership? In the Philippines, Republic Act No. 9155 mandates that a principal spend more time as instructional leader than as administrative manager. This makes sense if the primary purpose of schooling is learning.

Reflect on this observation by Fink and Resnick (2001, p. 598): *“Most principals spend relatively little time in classrooms and even less time analyzing instruction with teachers. They may arrange time for teachers' meetings and professional development, but they rarely provide intellectual leadership for growth in teaching skill.”*

Our recommendation is that you focus on the fundamentals: Curriculum, Instruction and Assessment (CIA). If you are to provide quality education, focus on getting the results that you aim for. Get everyone to synergize their efforts toward the goal of increasing student learning.

## Let's Think About This

Recall the time when you were a student in primary school. Imagine that you were the school's principal during that time. How different were the challenges faced by principals then from those that they are facing today?



What skills must principals possess nowadays that were not required of them before? To help you compare today's schools with their counterparts twenty years earlier, read a letter written by Mrs. Cruz, a retiring primary school principal in the Philippines, to her son Jose Cruz, an aspiring teacher.

*To my dear Jose,*

*I am so glad that you are about to start teaching very soon. I know that this has been your lifelong dream and I am so proud that you are finally starting your career in the teaching profession. Being a teacher is indeed a noble calling. You have the power to shape the minds of future generations. However, it may not be as easy as during my time. There are many challenges to teachers now that were not there before, maybe due to the changes in our society. I notice that there are more students now per classroom. The average class size has increased through the years. There are new skills that you need to have such as knowing how to use the computer and the Internet. You may also need to know how to use an overhead projector and even an LCD to make your lessons more interesting. These technologies were not available to us then. Aside from that, you should be ready to answer more questions from students who get more and more inquisitive each year. I notice, too, that parents get more involved with their children. Jose, schools today are very different from the schools twenty years ago. Study these new challenges and learn to adapt to them. These will make you a better teacher. I wish you only the best and hope that you will be happy in your chosen career. I will pray for your success.*

*Love,*

*Your Mother*

Do you agree with the observations made by Mrs. Cruz in her letter? Are these observations also true in your country? What are the implications of these observations to you as a principal? If classrooms generally have more students now than there were twenty years ago, would it make your job more or less difficult? In what ways? Reflect on your answer before proceeding.

# Let's Read

## Core Functions of Leadership in Schools



As a school leader, a principal is expected to function in many different ways. Let us first look at leadership in its broadest sense. A good guide for you is the model developed by Thomas Sergiovanni (2001) which gives us a picture of the essential components of leadership. There are seven core functions of leadership in schools.

In a study by the Center on Reinventing Public Education, University of Washington (2003) titled “*Making Sense of Leading Schools: A Study of the School Principals*,” these functions were expounded as follows:

*Strategic Leadership* - promoting vision, mission and goals -- and developing a means to reach them.

*Instructional Leadership* - ensuring quality of instruction, modelling teaching practice, supervising curriculum, and ensuring quality of teaching resources.

*Managerial Leadership* - overseeing the operations of the school (its budget, schedule, facilities, safety and security, and transportation).

*Human Resources Leadership* - recruiting, hiring, firing, inducting, and mentoring teachers and administrators; developing leadership capacity and professional development opportunities.

*Cultural Leadership* - tending to the symbolic resources of the school (its traditions, climate, and history).

*Micropolitical Leadership* - buffering and mediating internal interests while maximizing resources (financial and human).

*External Development Leadership* - representing the school in the community, developing capital, tending to public relations, recruiting students, buffering and mediating external interests, and advocating for the school's interests.





## Let's Try This (Activity 1.2)

Being a school principal is indeed a demanding job. People have a lot of expectations from you. Do you have an idea of what these expectations are? Imagine that you are a parent, what would you expect your children's principal to be able to do? Using short phrases, write down your answers below.

As a **parent**, my expectations of a school principal are the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The teachers, too, expect something from a principal. Imagine that you are one of them. What would you expect?

As a **teacher**, my expectations of a school principal are the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Now think of yourself as a student. What would you expect of your principal?

As a **student**, my expectations of a school principal are the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How about community stakeholders like government officials, ministry of education officials or district supervisors?

As a **community stakeholder**, my expectations of a school principal are the following:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Review your answers. Are they the same for each group of people or are they different? What could be the reasons for these differences? What have you learned from this activity?



## Let's Read

### Expectations of a School Head

The position of a school principal is certainly a demanding one. So many groups and individuals have expectations as to what school principals should give or achieve. According to Marsh (1992), each of these groups of stakeholders has its own expectations of a school principal, such as the following:

- *Parents and community members* expect someone who is public-minded and high-principled. They expect a person who is open to outside initiatives and who will regularly communicate with them.
- *Teachers* expect their school principal to be an instructional resource, a supporter of curriculum initiatives, a notch higher in expertise. The principal is expected by teachers to be very visible and active around the school campus.
- *Students* expect a sympathetic counselor in their school head. They see the principal as the final arbiter on matters of justice, discipline, and relationship issues. Above all, they expect an inspirational model and a charismatic figurehead.
- *Government officials and senior officers* expect principals to be thorough, reliable, efficient and capable of implementing and monitoring departmental policies, not overly influenced by vocal minority groups.

Do you agree with these expectations? These varying expectations of a principal's role obviously contain conflicts and ambiguities. Different groups expect different things as they have different needs and come from many perspectives. Regardless of whether one is a teacher, student, parent or community stakeholder, they all expect the principal to demonstrate leadership.

I suppose these expectations do not surprise you. You've probably played some or all of these roles as school head.

# Let's Study



## 21<sup>st</sup> Century Expectations

At the turn of the century, the demand for world-class graduates who would be globally competitive became more pronounced. Vivien Stewart (2007), in her article *Becoming Citizens of the World*, pointed out that the new skills set that students will need goes well beyond the basics and math, science and technology. She says that these skills are necessary, but to be successful global citizens, workers and leaders, students will need to be knowledgeable about the world, be able to communicate in languages other than English, and be informed and active citizens.

There is, therefore, a need for schools to be able to prepare students adequately for these challenges. Toward this end, principals' roles were redefined. Three major themes emerged (McEwan, 2003):

1. The focus of the principalship must be shifted from management to instructional leadership.
2. Instructional leadership is essential to developing and sustaining excellent schools.
3. There is a shortage of trained administrators who are capable of handling the demands of instructional leadership.

In a time of intense competition between and within societies, intellectual capital, the most critical resource in any country today, becomes more and more important. An educated nation is a productive nation. The development of a country's brain power greatly determines how far its progress would be. Countries that perform best in educating their children are most likely to enjoy the highest levels of economic success. Schools are mandated by society to create an intellectually strong populace. They are strategically positioned to provide the foundation for developing minds. You, as the school head, play an important role in achieving this.

## Technology Leadership

In addition, the need for another kind of leadership has surfaced. As countries rush towards industrialization and information-based knowledge economies, governments, employers and civic organizations clamor for better quality, more relevant and responsive education that prepares students for work and life. Technological advances in the 21<sup>st</sup> century such as computers, information technology, improved communication access, and other new technologies require students to develop new skills and knowledge to become technologically literate, and for teachers to use new technologies as instructional tools to improve student learning. For this to take place, principals and teachers must, of course, become technologically literate as well. In this regard, school heads are expected to exercise technology leadership. Principals need to learn how to plan, promote and manage the use of technology in schools.

As a school head, what can you do with your teachers to maximize the use of new technologies in the classroom? As a technology leader, how might you help your teachers best integrate technology in the teaching-learning process? How can you make use of technology tools such as computers and other information and communication technologies to improve the management and administration of your school? These questions are explored in more depth in another LEARNTECH EXCELS course known as TECHEXCELS (Technology Excellence for School Leadership in Southeast Asia). For now, however, spend a few moments to reflect on how you might better exercise technology leadership in your school. Write down your ideas on the lines below and share them with your teachers, co-learners and Flexible Learning Tutor.

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# Let's Read



## What is Leadership?

Leadership has been defined in many ways, but the classic definition that encompasses the critical dimensions of leadership is that offered by Tannenbaum, Weschler, and Massarik (1961): “interpersonal influence directed through the communication process toward the attainment of some goal or goals.”

The leader, in contrast to the follower, is characterized as follows (Bass and Stogdill, 1990):

*“A strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in problem solving, the drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decisions and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, the ability to influence other persons’ behavior, and the capacity to structure social interaction systems to the purpose at hand.” (p. 81)*

Such specifics provide us with the fundamentals of success. You should read these characteristics again and assess to what extent you manifest these attributes. Are there some characteristics you don’t understand? Which ones don’t you manifest? The first step in improving oneself is to acknowledge the inadequacy. Then work out a self-improvement plan. For starters, you can check out leadership articles that can help you attain these characteristics.

## How is Instructional Leadership Defined?

Research into instructional leadership reveals there is no single definition of instructional leadership nor specific guidelines or direction as to what an instructional leader does. The term encompasses “those actions that a principal takes, or delegates to others, to promote growth in student learning, and comprises the following tasks: defining the purpose of schooling; setting school-wide goals; providing the resources needed for learning to occur; supervising and evaluating teachers; coordinating staff development programs; and creating collegial relationships with and among teachers” (Chell, J., 1995).

The literature review also reveals there has been considerable shift in the descriptors associated with the leader. In the past, the accent was the negative. Nowadays the leader is referred to as “cheerleader, nurturer of champions, hero finder, coach, facilitator, or builder” among other names (McEwan, 2003, p. 4).

One model of instructional leadership that has stirred some interest is that of servant leadership, espoused by Sergiovanni (2001). Here, the leader is no longer “the high and mighty” who pushes people to achieve the goal. Here, the leader is a “servant leader” who provides inspiration and the pull to achieve the goal. Times have changed.

Sergiovanni (2001) proposed a new theory of school leadership that focuses on the school as a community and the principal as a servant:

*“Servant leadership describes well what it means to be a principal. Principals are responsible for ‘ministering’ to the needs of the schools they serve. The needs are defined by the shared values and purposes of the school’s covenant. They minister by furnishing help and being of service to parents, teachers and students. They minister by providing leadership in a way that encourages others to be leaders in their own right. They minister by highlighting and protecting the values of the school. The principal as minister is one who is devoted to a cause, mission, or set of ideas and accepts the duty and obligation to serve this cause (pp. 257-258).*

A good guide to instructional leadership are the six standards set forth by the US National Association of Elementary School Principals (2001, pp 6-7):

1. Lead schools in a way that places student and adult learning at the center.
2. Set high expectations and standards for the academic and social development of all students and the performance of adults.
3. Demand content and instruction that ensure student achievement of agreed-on academic standards.
4. Create a culture of continuous learning for adults tied to student learning and other school goals.
5. Use multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement.
6. Actively engage the community to create shared responsibility for student and school success.

Instructional leadership facilitates direction and support for a school's instructional program. It is the organizational glue that keeps things on track. Instructional leadership is practiced by a school head who makes sure that common goals are understood and that everyone feels accountable for one's own performance; where the goal is to improve instruction in order to achieve quality education; and where the goal is realized by making sure that existing policies, practices and resources are aligned with one another. A school becomes effective when its principal practices instructional leadership.





## Let's Think About This

Mr. Keang is a principal in a primary school in Cambodia. He has been a principal for 20 years. His teachers greatly admire his management of the school. Below are some comments that reveal why Mr. Keang is viewed as an effective principal by his teachers and other members of his school:

- *“Mr. Keang is an effective principal because he makes sure that the necessary paper work is in order so we receive our salaries on time from central government.”* (Mrs. Nga, a Grade 3 teacher)
- *“Mr. Keang makes sure that we have adequate supplies such as paper, pens, chalk and books.”* (Miss Vin, a Grade 4 teacher)
- *“Mr. Keang supervises the student teachers in his school. He devotes time for us. He observes our performance in class and teaches us how to make improvements”.* (Mr. Tran, a student teacher)
- *“I like Mr. Keang because he speaks very well. He gives good speeches during school programs. He makes sure that he is well understood during meetings”.* (Mr. Hongvan, the school librarian)
- *“Mr. Keang is a good principal because he is always there. He regularly checks teachers’ performance. We all see him going around the school every day to make sure that everything is going well.”* (Mrs. Padna, a Grade 5 teacher).

Based on the comments, do you think Mr. Keang is an instructional leader? What makes you think so? What are his characteristics based on the descriptions given by members of his school community? Write down your ideas on the lines below.

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The comments by Mr. Keang's staff are reflective of the following instructional leadership behaviors as described by Bamburg and Andrews (1990):

- 1) A *resource provider* who:
  - a) marshals personnel and resources to achieve a school's mission and goals, and
  - b) is knowledgeable about curriculum and instruction.
- 2) An *instructional resource* who:
  - a) sets expectations for continual improvement of instructional programs and actively engages in staff development, and
  - b) encourages the use of different instructional strategies.
- 3) An *effective communicator* who:
  - a) models commitment to school goals,
  - b) articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment, and
  - c) sets and adheres to clear performance standards for instruction and teacher behavior.
- 4) A *visible presence* who:
  - a) visits classrooms, attends departmental or grade-level meetings,
  - b) is accessible to discuss matters dealing with instruction, and
  - c) is an active participant in staff development.

Based on the above descriptors, which of the staff comments on page 28 characterize Mr. Keang as a resource provider? An instructional resource? An effective communicator? A visible presence?

Do you agree with these four characteristics? Does Mr. Keang have them? Are these characteristics adequate in describing an instructional leader?

If not, what more can you add to the list? Write your ideas on the lines below.

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Continue reading to discover the answers.



## Let's Read

### **Characteristics of Effective Instructional Leadership**

Many researchers have studied the characteristics of active instructional leadership. Instructional leadership requires the possession of several characteristics and skills that help improve the overall performance of a school in terms of delivering quality education. Trespeces (2003) maintains that active instructional leadership is present only when the following characteristics are observed:

1. The principal is seldom seen at the office; he/she is walking about.
2. An annual instructional program is being implemented and monitored periodically by a committee chaired by the principal.
3. Regular meetings with staff are held. These aim to address problems encountered during program implementation.
4. The school's plan for supervision is prepared cooperatively by the staff and monitored by the principal.
5. There is active documentation of instructional practice and materials that teachers consider worthy of adoption.

Do you have these characteristics? Do you think you are on your way to becoming the instructional leader of your school? Or are you already one?

Aside from the aforementioned characteristics, there are other indicators of active instructional leadership. These are listed below:

- The mission and vision of the school are clearly stated.
- The curriculum and plans are aligned with school goals.
- A monitoring plan is established and implemented.
- The monitoring plan meets needs.
- Teacher observation and feedback are regularly conducted.
- Resources are accessible.
- Development needs of teachers are addressed.
- Data-based decisions are made.
- Strategies that recognize individual differences are in place.
- Consultations regarding instruction are held.
- Activities that result in student achievement exist.
- School staff are able to practice effective classroom management.
- A variety of supervisory models is employed.
- Technology is effectively integrated in the teaching-learning process to improve student learning.
- Multiple opportunities to learn are given to students.
- The school climate promotes learning.
- Multiple criteria and assessments are used.
- Parents are viewed as partners.
- High expectations of teaching staff is the norm.

What can you say about the tasks on the list? Reflect on how each one impacts on student learning. Are they easy to achieve given the realities that principals face in the Southeast Asian context? Are you daunted by these stark realities? Why or Why not?



## Let's Think About This

Compared to schools in developed countries in the United States or in Europe, do you think that Southeast Asian schools face more challenges or difficulties? What do you think are these challenges? Reflect on these questions before proceeding. You may write your ideas down on the lines below:

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## Let's Read

### **The Challenges to Instructional Leadership in Southeast Asia**

Countries in Southeast Asia, like the Philippines, Lao PDR, Cambodia and Vietnam, face educational challenges associated with being a developing nation with limited resources. Somehow, this prevents many principals from effectively assuming their instructional leadership roles. Governments have target numbers of students per year level that are expected to be served by schools through the efforts of the principals. However, this is easier planned than implemented.

Let us study data from recent educational researches done in selected Southeast Asian countries.

In Vietnam, educational delivery looks promising but still has a long way to go. An article on Vietnamese education in the Journal of Southeast Asian Education by Kieu and Chau (2000) provides the following information.

*“One of major shortcomings in the recent past has been a lack of measures to reform the instruction method, which is still quite conservative--the teacher reads, the pupil takes notes; the main reliance is on memory instead of thinking, study is passive. There is a shortage of school equipment to renovate the method of teaching and learning”* p. 227.

*“ (There is) shortage of school buildings and equipment. The teachers encounter great difficulty in their lives and engage in sidelines to get supplementary earnings. Schools are short of tens of thousands of primary education teachers”* (In Vietnam there are about 11,685 primary schools) p. 228.

*“Education content must be subjected to government control, including regulations and rules, examinations, degrees and certificates as well as teacher’s standards”* p. 233.

*“Quality and effectiveness of education and training is low, both in terms of knowledge and methodology, especially regarding practical ability and application”* p. 236.

The Asian Development Bank (in Chapman and Adams, 2002) also noted the following findings in Vietnam:

- Poorly furnished and equipped schools
- Insufficiently relevant curriculum
- Lack of textbooks
- Poor assessment systems
- Insufficient teacher training
- Teachers unaware of new teaching methods

The above observations provide information that suggests the need to create changes in what is taught and how instruction is delivered in some schools in Vietnam. Teachers and principals are limited by generally low wages, lack of textbooks and school personnel and poor educational infrastructure. Given these realities, obviously, the role of a principal in practicing instructional leadership is limited. Therefore, like an army general rising to a challenge, the Vietnamese school head must think of creative and innovative ways to achieve instructional goals, given the lack of resources and other realities.

In Cambodia, similar problems are encountered. According to the Programme Management and Monitoring Unit under the Planning Department of the Ministry of Education, Youth and Sports of Cambodia (2000), the country's educational system is stressed by low educational financing. Aside from this,

- There is a high pupil-to-teacher ratio of about 40 to 60 pupils per teacher.
- There is gender disparity in education observed. Female students are under-represented at all levels as compared to males (p. 71).

The Asian Development Bank (in Chapman and Adams, 2002) also reports that in Cambodia,

- There is a need to improve the quality of the teaching work force in order to enhance learning achievement, and
- There is a need to enhance school improvement plans and the capability of principals to assess school quality (p. 109).

What are your personal observations? Are there similarities between Cambodia and Vietnam with regard to the educational challenges they face? Do you have anything more to add? Write your ideas on the lines below.

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The same ADB report (in Chapman and Adams, 2002) said that in Lao PDR, the critical requirement is to improve educational quality as conditions of low quality exist (p. 5).

- There are inappropriate curricula and teaching methods. Textbooks are scarce or nonexistent in many schools.
- There is low access to instructional materials.
- Some teachers are not very well qualified for their jobs.
- There is also an absence of a system for teacher upgrading and professional support.
- There is low teacher effectiveness in the classroom as about 84% of teachers are not formally trained for instruction.
- The usual 10 hours per week of instruction given to students is insufficient.
- There are deteriorating educational facilities.

In Lao PDR, “*major educational priorities include improving primary school performance by increasing internal efficiency of primary schools. This is to be achieved through improved school practices, such as improving teacher quality, instructional materials and school management, especially improving the capacity of school principals to assist teacher development, supervise teacher performance and enhance school community relations*” (Mitaray, 2000).

Are these observations also true in your country?

The Philippines, another Southeast Asian country, shares similar concerns in the delivery of education. The ADB study (Chapman and Adams, 2002) mentions the following educational concerns (p. 3):

- Inadequate teacher in-service training,
- Low teacher salaries,
- Misallocation of teachers, i.e., teachers not teaching their specialization



Aside from this, there was also a note on low achievement of learners. This is a recurring theme. The Philippine Department of Education has adopted a number of educational initiatives to address the need to raise the quality of educational outcomes in the Philippine schools.



### Let's Try This (Activity 1.3)

If you were asked to contribute your ideas on the challenges facing many Southeast Asian schools, what would you say? What suggestions would you make to improve the situation? Write your answers on the lines provided.

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# Let's Read



## **Barriers to Becoming an Effective Instructional Leader and Strategies to Overcome Them**

Be forewarned. It is not a quick road to becoming an effective instructional leader. The road is strewn with obstacles. McEwan (2003, pp.12-14) has identified a few of these common barriers to becoming an effective instructional leader.

### *1) Lack of Skills and Training*

If you want to become an instructional leader, you must seek out training and development opportunities. Much of these abound out there. Go and network with colleagues. Join professional organizations. Undertake personal effectiveness programs. Be self-directed. Prepare a self-improvement plan.

### *2) Lack of Teacher Cooperation*

Most often, this stems from teachers' distrust of the ability of the school head to lead in instructional processes, especially if the school head's undergraduate preparation is a specialization in one subject area only.

Principals sometimes find it necessary to prove themselves as practicing teachers. Strong instructional leaders "attend curriculum training programs along with their teachers, teach lessons to students, seek out master teachers from whom to learn, and identify master teachers to shadow on the job."

### *3) Lack of Time*

Principals complain of overcrowded agenda. There are never enough hours in the day. However, principals have a choice on how to use their time, and that is the difference between the average and the strong instructional leader.

Strong leaders focus on learning. They delegate, facilitate and collaborate to maximize the amount of time they have available to focus on instructional issues. They use the time to develop and maintain vibrant learning communities.

*4) Lack of Support from Superintendents, School Boards, and Community*

Many school heads say they are demoralized by lack of funds and material resources, government policies that impinge on their effectiveness, overbearing superiors, uncooperative peers, unruly students, nonresponsive communities, and the like. Strong instructional leaders, however, are not daunted by these downers. Driven by their vision of what a school should be and can become, they do not allow themselves to be waylaid in the pursuit of their goals.

*5) Lack of Vision, Will, or Courage*

The good news is that all of us can be instructional leaders if we have vision, have the knowledge base, are willing to take risks, are willing to put in long hours, are willing to accept constructive feedback, are willing to change and grow constantly, thrive on change and ambiguity, and can empower others (McEwan, 2003, p. 14).



## Let's Try This (Activity 1.4)

What do you think are the common problems of schools in most countries in Southeast Asia? Make a list of these common educational concerns on a separate sheet of paper.

# Let's Read

## Emerging Issues in Instructional Leadership



Indeed, the problem of poor educational resources and support is common among many Southeast Asian countries. The challenges are many, yet the resources are few and often not of high quality because of funding constraints.

In the coming decade, new pressing issues will challenge Southeast Asian schools. The school head must be aware of these and be ready with a response (Chapman, 2002, p. 19).

Some emerging issues in the next decade for Southeast Asian schools include:

1. A push for better school quality
2. Increased pressure for efficiency
3. Decentralization
4. Privatization
5. Education management information systems
6. Teacher unionization
7. Gender diversity among education administrators
8. Search for more effective teacher incentives
9. Demand for more responsive and relevant curriculum
10. Integration of technology in the teaching-learning process and educational administration

Given these realities and challenges, what do governments expect from school heads in terms of instructional leadership and functions? What is their role then, as instructional leaders?



## Let's Study

### **The School Head as CEO**

What can we learn from a corporate Chief Executive Officer (CEO)? Do you know what a CEO does? Read on to find out.

In the business world, senior officers of the company carry prestigious titles that define their functions. For instance, there is the COO or Chief Operations Officer, the CFO or Chief Finance Officer, and the CLO or Chief Learning Officer. At the helm, of course, is the CEO, providing the overall visionary leadership.

Some companies bestow on one person the functions of a President as well as a CEO. This means that this person manages and leads at the same time. As President, this manager makes sure everything is done right and that the organization is running smoothly. As CEO, this leader makes sure the organization is doing the right thing, and that it is working towards its strategic goals, driven by its mission and vision. It is the CEO that looks at the big picture.

Much of this talk about the positive relationship between organizational success and the CEO stems from the extraordinary thoughts and exemplary leadership style of Jack Welch, former CEO of General Electric (Krames, J., 2002).

His notion of leadership made him legendary as a CEO. He believes that “the genuine leader is someone who can express a vision and then get people to carry it out.” His advice is to create a vision and then ignite the organization to make this vision a reality.

There are four competencies that a leader needs to develop as a CEO:

- 1) Forming a vision which provides people with a bridge to the future;
- 2) Giving meaning to that vision through communication;

- 3) Building trust, “the lubrication that makes it possible for an organization to work,” and
- 4) Searching for self-knowledge and self-regard.

The business of a school is to provide quality education. The school head’s primary responsibility is to keep the school on track. This is in terms of the many concerns that the school has to consider. For instance, for a school to survive, it must raise enough funds, whether from government support or other source, to pay for salaries, and wages, maintenance and operating expenses, and capital outlay. Without financial soundness, a school is destined to face difficulties. This makes the role of a principal, the head of the school, much like that of a CEO.

Like a CEO efficiently running a company or business establishment, a principal needs to think about many things, finances, personnel, delivery of quality service, good business reputation and even maintaining a loyal client base. What keeps things together is the instructional leadership that the principal is expected to demonstrate.

Invite a colleague (another school head) to discuss with you the similarities and differences between the corporate world and the education sector. Talk about being CEO. What is your vision? Where do you want to bring your school? How do you raise the bar of student achievement? Write down your ideas on the lines below.

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## Let's Think About This

### ***Critical Incident***

*Miss Romero is the principal of an elementary school in a low income community in the southern part of the Philippines. She noted that almost daily, half of the Grade 3 class failed to report to school. She was bothered by this so she talked to the teacher to find out why. The teacher informed her that since the students came from the poorest of poor families, they would often skip school because of a very simple reason, they were too hungry to be able to learn. Miss Romero tried to ask for funds from local officials to provide her school with a feeding program for the poor pupils but she was flatly turned down for lack of funds. This, however, did not dampen her spirit. She was determined to bring back the children to school. So she called a meeting of important people and businessmen in her town. No one wanted to give away food or materials for nothing. She thought of a great idea. How about asking the parents of the children to work for food? She was able to convince the businessmen and the children's parents to cooperate with her in the plan. Each of the businessmen was to "adopt" three children for the school's feeding program. They would provide food or cash enough to feed each child every week. In exchange, the children's parents were to work for them for five hours every weekend, washing clothes, doing carpentry work or cleaning their house.*

*It was a win-win situation. The children went back to school and the parents learned new skills. The businessmen also had extra manpower during weekends. After three years, all those in the food-for-work program, the 20 pupils who were too hungry to go to school, graduated.*

Was Principal Romero an effective school head? What characteristic did she demonstrate in solving a seemingly insurmountable challenge? What did you learn from her? How can you apply this in your own school? Write down your thoughts on the lines provided.

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# Let's Study

## Leadership with Emotional Intelligence



In the critical incident presented on page 42, Principal Romero can be said to be an effective school head because she was able to unite various stakeholders into a common goal. This was the goal of bringing back to school the dropouts and promoting student learning. Principal Romero demonstrated EQ or emotional quotient, more popularly known as emotional intelligence.

According to Daniel Goleman (1999), emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

When Principal Romero was faced with a seemingly insurmountable challenge, she motivated herself and managed her emotions in order not to give up. She successfully regulated her emotions towards the local officials and the businessmen in her community. This enabled her to foster good relationships with them.

Like this principal, people with high EQ are able to **A**ppreciate, **U**nderstand, **R**espond and **A**dapt to the challenges that face them. These people have the **AURA** of leadership. In a study investigating the common denominator for the success of CEOs of the first 100 of Fortune 500 companies, it was found that EQ was the most powerful factor. As the principals are the schools' CEOs, challenging situations are not hindrances but opportunities to practice leadership with EQ, a leadership that adapts to the demands of the times.





## Let's Read

### Characteristics of a Quality School

How can you tell if quality instruction is delivered? According to Chapman (2002), school heads are expected to work towards achieving the characteristics of a quality school (p.16). Familiarity with these qualities gives the Southeast Asian school head an idea of what to consider in transforming one's school to the ideal state.

Some characteristics of a quality school:

- Teaching methodologies are designed to encourage independent thinking
- Students are engaged and look forward to school and learning
- Capable, motivated and well-trained teachers
- Appropriately designed curriculum
- Good teachers who motivate students, care about their needs, and engage parents and the community as partners
- Effective learning materials, including but not limited to, textbooks
- A safe and well-maintained learning environment
- Appropriate technology integrated in the teaching-learning process
- A school culture and climate conducive to learning
- A valid reliable learner assessment and evaluation system
- Effective school leadership including instructional supervision
- A culture of collegiality is promoted among teachers
- Ample direct instructional time
- Adequate financing
- Effective communication systems
- Effective organizational structure and support

Since achieving the quality school requires a collaborative effort, what steps can the school system take to help leaders develop the necessary skills? To address the new challenges in practicing instructional leadership, there is a need to redefine a principal's management roles.

## Let's Try This (Activity 1.5)



### Operationalizing School Quality

Given the characteristics of a quality school presented above, explain/illustrate what a principal must do relative to each. Write your answer on the space provided. The first one is done for you.

1. Teaching methodologies are designed to encourage independent thinking.

*The principal needs to review the teachers' lesson plans as well as observe classes to check on how teachers encourage the development of independent thinking and other related skills among students.*

2. Capable, motivated and well-trained teachers

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3. Appropriately designed curriculum

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4. Effective learning materials including, but not limited to, textbooks

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5. Appropriate technology integrated in the teaching-learning process

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6. A safe and well-maintained learning environment

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7. A valid reliable learner assessment and evaluation system

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8. Effective school leadership including instructional supervision

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9. Ample direct instructional time

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10. Adequate financing

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11. Effective organizational structure and support

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Compare your answers with those on pages 110-111. Your answers may not be worded exactly the same as long as the thought is similar.

Other strategies to achieve an ideal school (by Cummings, 1997, cited in Chapman & Adams, 2002) are listed below:

1. Change span of control and lessen load of school heads.
2. Strengthen horizontal linkages by joining a network of schools in your locale.
3. Train principals to assume greater initiatives.
4. Provide adequate time.
5. Mobilize community resources, develop school-community linkages and put community-oriented education into practice.

This list is by no means complete. What you can do to achieve instructional leadership is determined by local conditions. Use your EQ and be creative. If you do so, you may already be on your way towards achieving your school's instructional goals through the effective practice of instructional leadership.



## Let's Remember

- Countries that perform best in educating their children are most likely to enjoy the highest level of economic success. The school head plays an important role in achieving this end.
- School heads have a lot of responsibilities, with different groups expecting different things from them. However, they all expect the school head to demonstrate leadership.
- Leadership is the practice of bringing a group or institution towards a clear objective. Instructional leadership, on the other hand, is something specific to a principal. It refers to anything that school leaders do to improve teaching and learning in the school. Instructional leaders are also called learning leaders.
- An instructional leader is characterized as being a resource provider, an instructional coach, an effective communicator; and a visible presence in school. Active instructional leadership is demonstrated in many observable ways.
- There are many existing challenges for instructional leadership in Southeast Asia. Countries like the Philippines, Lao PDR, Cambodia, and Vietnam face problems associated with being relatively resource-poor developing countries. This limits most principals in assuming their instructional leadership roles.
- An instructional leader is tasked to spearhead activities that address the educational shortcomings identified within one's area of responsibility. This is your role as an instructional leader. Emotional intelligence is needed in instructional leadership.
- The core task or business of a school is to provide quality education. Like a CEO efficiently providing leadership in the organization, a principal needs to manifest visionary leadership.

- A quality school has characteristics that reflect the quality of instruction delivered. Achieving these characteristics require collaborative effort and a redefinition of a school head's management roles.
- People with high emotional quotient have the **AURA** of leadership, meaning they are able to **appreciate**, **understand**, **respond** and **adapt** to the challenges that face them.

## How Much Have You Learned?

To find out how much you have learned from this lesson, try and answer the questions below.



1. Explain why different stakeholders expect different things from school heads.

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2. Why is the principal like a CEO of a company?

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3. Which are the characteristics of an instructional leader? Encircle the letter of your answers.
- a. A resource provider
  - b. A clinical supervisor
  - c. An instructional coach
  - d. An effective communicator
  - e. A discipline enforcer
  - f. A visible presence in the school
4. Name five emerging issues in the next decade for Southeast Asian schools.

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## Feedback

Compare your answers with those on page 112. Since some of the answers are in essay form, as long as the thoughts expressed are similar to the answers found in the key to correction, you may give yourself a check mark.

If all your answers to the lesson review questions are correct, that's great. It means that you have learned much from this lesson. You may now proceed to the next lesson. If you got some items wrong, study the lesson once more. Carefully reviewing the lesson helps you understand the concepts better. Concentrate on the parts that cover the questions you missed. Revise your answers accordingly. After doing so, you may proceed to Lesson 2.

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# The School Head as Instructional Leader: Enhancing Teacher Competence

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LESSON

2

## What Is This Lesson About?

Effective schools have principals who focus on curriculum and instruction. Much is expected of the principal. As the saying goes, “Where the principal goes, so goes the school.” As you learned in Lesson 1, instructional leadership puts emphasis on the quality of teaching and learning. The principal achieves this through having high expectations that are sustained among staff and students. At the same time, there is recognition that support and encouragement are needed for everyone in the school to do his or her best.



How does the school head promote learning? What are the conditions for operationalizing the enhancement of learning? What are some indicators of success in this regard? This lesson will familiarize you with the concepts related to the function of a principal as a curriculum leader for students and a supervisor, coach and mentor for teachers.

## What Will You Learn?

At the end of this lesson, you should be able to do the following:

- Name the domains of responsibility of a school head.
- Describe a curriculum.
- Define the role of a curriculum leader.
- Enumerate the tasks involved in curriculum leadership.





- Help improve teacher competence through coaching, mentoring and instructional supervision.
- Discuss some of the indicators of good management of schools.
- Describe the three personal leadership styles of a school principal.



## Let's Study

Read the critical incident below and find out whether Principal Roberts is an effective instructional leader.

### ***Critical Incident*** (Adapted from Farris, 1996, p.208)

*Leslie Roberts is a principal in Cookeville, Tennessee. Like other school heads, she was concerned with the learning pace of the students. She observed that children who were seldom read to at home, or who rarely read books themselves, are at a major disadvantage in learning to write. She noted that poor readers and even some average readers in Grades 1 to 3 tended to have trouble writing. They have limited or awkward vocabulary and sentence structure.*

*To assist students in improving their writing, Principal Roberts went into the classroom and developed procedures for using sentence expansion with primary grade students. She created sentence stems, the beginning three or four words of a sentence, using words from the student's content area textbooks or trade books that they were reading. The sentence stems were then written on the board for the students to respond to and discuss. Students repeated the sentences orally to provide reinforcement. The students then individually wrote paragraphs incorporating the sentence stems. By the end of the year, their writing reflected much improvement over their initial efforts.*

## Let's Think About This



Based on the critical incident, would you say that Principal Roberts is an effective instructional leader? What makes you say so? What characteristics did she show that indicate that she promotes quality education in her school? Would you like to have her in your team? Why? Write down your ideas on the lines below.

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## Let's Read



### **Domains of a School Head's Responsibilities**

Chapman (2002) stated that school heads generally have responsibility in four areas. These are:

i) **School management**

This task includes ordering supplies, hiring and assignment of teachers, gathering of information, and basic record keeping.

ii) **School communications**

This includes coordination with ministry of education officials and community stakeholders.

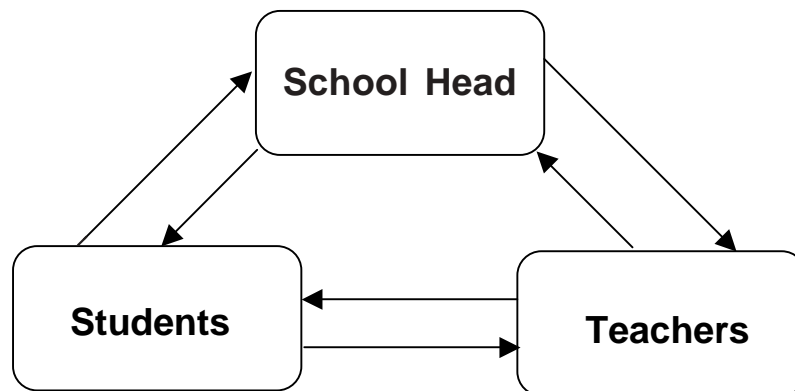
### iii) **School community relations**

This involves working in community councils, joining community development associations, and involvement in PTCA/PTA and local organizations.

### iv) **Instructional supervision**

This includes all functions directly related to providing teaching and learning within schools. In other words, this involves activities that help attain educational goals. The concept of instructional supervision varies across countries.

Many Southeast Asian school heads view school management as their primary responsibility (Chapman, 2002). Because of this administrative role, there is a tendency for them to lose track in implementing instructional leadership. A true instructional leader does not lose focus of his two most important target audiences: the students and the teachers. These three stakeholders form the core triangle in educational systems.



What do you notice about the arrows that connect the school head to the students and the teachers? If you answered that they are bi-directional or they go both ways, you are correct. This diagram implies that the school head plays an important role in making sure that teachers teach well and students learn as much as they can.

# Let's Read



## The School Head as a Curriculum Leader

A curriculum is basically what students are expected to learn in the classroom and how the lessons are taught (Farris, 1996). It refers to all educational experiences students go through in the school. In other words, it is like a master plan that serves as guide to what educational goals are to be achieved and through what teaching methods. As a school head, chances are you are already familiar with what a curriculum would look like. It is the reason why, for example, Grade 1 pupils are taught certain content areas while Grade 2 pupils are taught something else. The process of coming up with a curriculum is long and painstaking. You will appreciate this more when you study Module 2, ***Lead Curriculum Implementation and Enrichment*** in the LEARNTECH EXCELS flexible learning program.

*Curriculum leadership* is defined as the exercise of functions that enable the achievement of a school's goal of providing quality education to learners.

Curriculum leadership involves the following simplified tasks:

- Ensuring curriculum quality and applicability
- Integrating and aligning the curriculum
- Implementing the curriculum efficiently
- Regularly evaluating, enriching, and updating the curriculum

There are several challenges that prevent a principal like you from practicing curriculum leadership. Familiarity with these challenges is important in optimizing your work. Nevertheless, the most important thing for you to remember is that as an instructional leader, you play a lead role in implementing the curriculum. This means that you are primarily responsible for making sure that the curriculum, the school's grand teaching plan, is implemented well. Curriculum management is an integral part of instructional leadership.



## Let's Study



Principal Jing has a dilemma. Due to a decrease in education graduates in his country, his school lacks teachers, especially in Science and Math subjects. Since Science and Math are an important component of their primary school curriculum, as the principal, he has to find a way to solve the problem. He was happy when a new teacher was asked to report to his office by the district supervisor. It appeared that this might be the solution to the problem. During the interview, however, Principal Jing found out that it is the teacher's first year of teaching and that her specialization is Physical Education. What should he do? He needed a teacher badly, but the current applicant seemed ill-prepared for the job.

To help Mr. Jing make a decision regarding this matter, answer the questions below:

1. If you were Mr. Jing, would you assign the teacher to teach Science?

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2. Why or why not?

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3. What problems would you expect from this decision?

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4. Given that he has no other option, what do you suggest he should do?

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In most cases, principals like Mr. Jing are “forced” to recruit teachers to teach subjects which are not in their areas of expertise. This is due to a lack of available teachers who are trained in certain subjects. Because of these inappropriate assignments to other subjects, teachers are expected to manifest lesser competence in teaching. Hence, student learning also suffers. If Mr. Jing has no other choice, he has to make sure that his newly-hired teacher undergoes training and supervision in the subject area that he/she is to teach. This allows for continuous training in the new subject area. However, this does not guarantee “expert-level” competence in some cases.



## Let's Read

### Improving Teacher Competence

Because of the realities that many Southeast Asian schools face, like teacher shortage and lack of resources, educational quality suffers. You saw this in the experience of Mr. Jing. The lowering of educational quality happens through several ways. For example, an educational research study done by the Asian Development Bank (ADB) in 2002 has shown that the Philippines, in most cases, suffers from inadequate teacher in-service training, low teacher salaries, and the misallocation of teachers (Chapman and Adams, 2002). Misallocation means that for one reason or another, teachers are not teaching their subjects of specialization. Being required to teach a subject you are not adequately trained or prepared for is often due to the lack of teachers for that specialization or an oversupply of teachers in one field. As a principal, it is an important responsibility for you to assign teachers according to their areas of competence.

While it is true that subject expertise is an important requirement to achieve instructional goals, given realities may not always allow this to happen. In many cases, principals are just thankful that a teacher comes along. To “assign teachers to their area of competence” is the ideal. But oftentimes, principals are asked not to be too choosy and should rather focus more on developing a teacher’s competence in a new field where he/she is needed. To do this, as a school head, you need to pay attention to the more important role: coaching and mentoring teachers to raise their competency levels.

How do the school heads deal with teachers mis-assigned to areas not of their specialization? What suggestions can you offer? What other modules can you refer to? Go back to the list of modules on page 2 and see what modules in the LEARNTECH EXCELS program for principals and school heads could be used for this purpose. Write your ideas on the lines below.

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# Let's Read

## The School Head as Coach and Mentor



The word competency came from the Latin word “competere” which means to be suitable or appropriate. It is an observable behavior that indicates that the person is qualified for a job. Mentoring and coaching teachers is one way to help them to be competent and to contribute in achieving your school’s instructional goals.

What is mentoring and what is coaching? Are they the same? Although both are important leadership roles of a school head, they are different. According to Starcevich (2009), mentorship is a power-free, two-way mutually beneficial relationship. As a mentor, the school head acts as a facilitator and teacher who allows the schoolteacher or staff being mentored to discover his/her own direction. The school head focuses on the school teacher, his/her career, and provides support for individual growth and maturity and long term development. The context does not have specific performance objectives.

On the other hand, coaching is the process of setting an agenda to reinforce or change skills and behaviors. The principal who acts as a coach develops specific teacher competencies for the task, challenges and performance expectations at work. Towards this, the principal-coach has objectives/goals for each discussion with the teacher being coached. He/she tries to direct the teacher to some end result. The schoolteacher being coached may choose how to achieve his/her objectives, but the school head strategically assesses and monitors the teacher’s progress, giving advice for effectiveness and efficiency whenever appropriate.

The next table summarizes the differences between mentoring and coaching.



## Differences Between Mentoring and Coaching

	<b>Mentoring</b>	<b>Coaching</b>
<i>Focus</i>	Individual	Performance
<i>Role</i>	Facilitator with no agenda	Specific agenda
<i>Relationship</i>	Self selecting	Comes with the job
<i>Source of influence</i>	Perceived value	Position
<i>Personal returns</i>	Affirmation/learning	Teamwork performance
<i>Arena</i>	Life	Task related



### Let's Try This (Activity 2.1)

Can you differentiate between a mentor and a coach? On the line opposite the characteristics and activities enumerated below, write whether they pertain to ***mentoring*** or ***coaching***. Number one has been done for you.

- Coaching* 1. Mrs. Sabah assisted Mr. Ho in preparing an individualized program (IP) for a child with a special need in his class. Once the IP has been prepared, Mrs. Sabah will demonstrate to Mr. Ho how to implement the IP.
- \_\_\_\_\_ 2. Miss Phung approaches Dr. Srisakda asking her help and guidance towards her professional and personal development.
- \_\_\_\_\_ 3. Mr. Cruz is able to elicit his teachers cooperation in implementing the teaching strategies he patiently taught them because he is the principal.
- \_\_\_\_\_ 4. A school teacher clearly understands what her school head meant when he said, "The feedback I'm giving you are inputs to improve your performance as a teacher and not as an affront to you as a person".
- \_\_\_\_\_ 5. For Dr. Habiba, the best reward is knowing that the teachers she guided have become what they want to be.

- \_\_\_\_\_ 6. The teachers find very motivating Dr. Hartoyo’s invitation for them to feel free to approach him for any work-related or personal concerns.

To find out how you fared, turn to page 113 for the Key to Correction.

If you scored 5, congratulations! You could really tell whether what you are doing is part of mentoring or coaching. If you scored 4 or lower, you should study the lesson again and discuss with your Flexible Learning Tutor concepts that need further explanation.

## Let’s Read

### **The School Head as an Instructional Supervisor**



Providing instructional supervision is an important facet of your role as a school head. How effective is supervision in facilitating instruction? Raudenbush and Bhumirat’s (1991 p 36, in Chapman 2002) research among Thai teachers has shown that “*There is clear evidence of a link between the intensity of internal supervision a teacher receives (supervision provided by the principal or designated teachers) and the academic achievement of that teacher’s students*”. Indeed, as teachers are the school’s frontliners in providing instruction, preparing them well for their role as knowledge provider and facilitator of learning is an important part of your responsibility.

There are many ways of providing supervision. You will learn more about them if you study the following LEARNTECH EXCELS modules:

- Provide Developmental Supervision
- Provide Differentiated Supervision
- Provide Clinical Supervision
- Conduct a Post-Supervisory Conference
- Prepare an Instructional Supervisory Plan

You may also get ideas from other LEARNTECH EXCELS modules such as the ones below in helping your teachers teach better.

- Rate Teacher's Performance
- Introduce Innovation in Instruction



## Let's Read

### **Indicators of Effective School-Level Management**

After implementing the curriculum, coaching, and mentoring your teachers, what could be some indicators to help you gauge whether you are doing the right thing? Chapman (2002) suggests the use of the following criteria:

Some indicators of effective school level management:

- Instructional supplies are ordered and arrive on time.
- Teachers come to school on time.
- Teacher absenteeism is low.
- School facilities are in good repair.
- Teachers have copies of syllabi.
- Teachers receive instructional supervision.
- The school has a functional parent-teacher association.
- Parents know how their children are progressing in their studies.

In the case of mis-assigned teachers, the principal must be aware of their difficulty in the current situation and must find ways to address their concern. The best solution is still to come up with a new teacher who has specialized in a subject he/she handles and reassign the former teacher to his/her real field of specialization. Nevertheless, if teachers cannot be assigned to their areas of specialization, you may do the following:

- Provide supervision and coaching to enhance competence.

- Suggest enrichment activities (You may study LEARNTECH EXCELS Module 2, **Lead Curriculum Implementation and Enrichment**, for more information on this).
- Explore the possibility of team teaching.
- Encourage the teacher to engage in self-study.
- Provide teacher development opportunities like seminars and lectures to empower the teacher to adjust to his/her new task.

## Let's Try This (Activity 2.2)



Read this letter sent by a recently graduated student to his former principal. (Adapted from Mahle, 1989)

*Dear Mr. Prang,*

*I was very angry when the year started, and you saw that. I know that you talked to my counselor and found out that I was working nights and my mother was sick. You asked me to do my best until things got better and just use my time well in class and I'd pass. That was fair. Some of my other teachers were nagging me about falling asleep and not doing my homework. I wanted to quit school. You're the reason I stayed.*

*David*

The principal referred to in the letter was also David's teacher for some time. What did the principal exhibit in handling this student's case? Did the principal go the extra mile to help his student?

Principals have different personalities, too. This is reflected not only in the way they handle individual student cases, but also in how they play their roles as lead administrator and school head.

Study the characteristics of the principals described below:

**Mr. Po**

Mr. Po is a school head in Cambodia. He is very business-like in handling his role. He is known for having clear, long-range policies and goals for his school and he works hard to translate goals into



reality. He makes decisions in terms of what is best for students, not necessarily the easiest or what will make teachers happy. Mr. Po has strong expectations of both students and teachers. He is always prepared to assume leadership and will make things happen if they were in the best interest of the school. He implements central and regional directions or policies to suit the needs of the school.

If you were to describe Mr. Po, his leadership style would be that of...

- a. An Initiator
- b. A Manager
- c. A Responder

Explain why you chose your answer.

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### **Mr. Han**

Mr. Han is very good in providing basic support to his staff. He keeps teachers informed about decisions and is always sensitive to their needs. He is teacher-centered and defends them from unreasonable external requests. He does not typically initiate change but will follow through if given a high priority by others.



If you were to describe Mr. Han, his leadership style would be that of...

- a. An Initiator
- b. A Manager
- c. A Responder

Explain why you chose your answer.

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### **Mrs. Khan**

Mrs. Khan sees her role as a school head primarily as an administrator. She allows teachers and others to lead in decision making because she perceives them as professionals. She strives for a strong personal relationship with the school staff. She does not focus on long term plans but rather makes decisions in terms of immediate issues. She is flexible and willing to make changes at short notice to solve immediate problems.



If you were to describe Mrs. Khan, her leadership style would be that of...

- a. An Initiator
- b. A Manager
- c. A Responder

Explain why you chose your answer.

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Compare your answers with those in the *Key to Correction* on page 113.

## Let's Read



### Principal Styles and Their Impact on Students and Teachers

You learned from the previous activity that principals have different approaches in addressing school concerns. Ideally, a school principal should be competent in all the domains related to school functions such as handling finances, addressing faculty concerns and making sure that students learn well. However, the realities of schools today can put the principal under stress. Typically, a principal will adopt a particular leadership style that emphasizes certain domains and downgrades others. This reflects how the principal copes with the demand of his/her work (Marsh 1992).

The principal who is primarily a **responder** puts emphasis on maintaining good relations with staff. He/she tends to delegate responsibilities and listens to others rather than initiate ideas. He/she is low key and non-demanding. This principal provides help to teachers who seek assistance. He/she does not anticipate future problems nor is concerned with long term goals. This is the case of Mrs. Khan.

The principal who is primarily a **manager**, concentrates on getting tasks achieved rather than placing emphasis on personal relations. He/she is orderly and well-organized, preferring to use established procedures to accomplish tasks. Long hours are put in to complete administrative tasks and to be available to teachers. Managers are prepared to directly intervene directly with staff over school matters. They use memos often to communicate with teachers. An example of this is Mr. Han.

The principal who is primarily an **initiator** tends to be very secure and confident. He/she is businesslike in his/her relations. The initiator states his/her expectations clearly and emphasizes student outcomes. There is a conscious aim to achieve increasing academic standards. An example of an initiator is Mr. Po.



If you were to choose, which principal style would you prefer? To achieve the goals of instructional leadership, Marsh (1992) said that each is helpful for your improvement, but the initiator style is the most successful. Can you think of reasons why this is so? Write your ideas below:

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The more specific characteristics of each principal style are shown below.

**Responders**

- See their role as mainly administrative
- Allow teachers and others to lead in decision making
- Perceive teachers as professional
- Do not interfere with teachers' instructional role
- Strive for strong personal relations with staff
- Make decisions in terms of immediate issues
- Do not consider long-term goals and plans
- Flexible and willing to make changes at short notice to solve immediate problems

**Managers**

- Provide basic support to staff
- Keep teachers informed about decisions
- Are sensitive to teachers' needs
- Defend teachers from unreasonable external requests
- Do not typically initiate change but will follow through if given a high priority by others

## **Initiators**

- Have clear decisive long-range policies and goals for their school
- Work hard to translate goals into actual practice
- Make decisions in terms of what is best for students, not necessarily the easiest or what will make teachers happy
- Have strong expectations from students, teachers, and even themselves
- Are prepared to take the lead and will make things happen if they are in the best interest of the school
- Will implement central and regional directions or policies to suit the needs of the school

Obviously the personal style of the principal will have an effect on the way teachers and students respond. As the school head functions much like the captain of a ship, his/her temperament and work styles will determine how well people would work with him/her.

Indeed, principals vary in the way they approach their tasks. Being familiar with these styles will help you gauge your own strengths and limitations in empowering your teachers and students towards achieving your school's instructional goals. As a 21st century school leader, we encourage you to try to become more of an initiator.



## Let's Remember

- School heads generally have responsibility for school management, school communications, school community relations, and instructional supervision. Many Southeast Asian school heads view the responsibility of school management as their primary responsibility, often ignoring others. You are advised to pay more attention to instructional supervision to strengthen curricular implementation.
- The principal is expected to be a curriculum leader. The curriculum is basically what students are expected to learn in the classroom and how the lessons are taught. In other words, it is like a master plan that serves as guide for what educational goals are to be achieved and through what teaching methods. Curriculum leadership is defined as the exercise of functions that enable the achievement of a school's goal of providing quality education to learners.
- Curriculum leadership involves the following simplified tasks:
  - √ Ensuring curriculum quality and applicability
  - √ Integrating and aligning the curriculum
  - √ Implementing the curriculum efficiently
  - √ Regularly evaluating, enriching, and updating the curriculum
- Mis-assigned teachers are a source of concern. In this case, and in most cases where teacher competency needs to be raised, the principal is expected to serve as a coach and mentor to teachers and to provide instructional supervision.

- Effective school management is observed or measured in many ways. Some of the indicators of good management in schools are the following:
  - √ Instructional supplies are ordered and arrive on time.
  - √ Teachers come to school on time.
  - √ Teacher absenteeism is low.
  - √ School facilities are in good repair.
  - √ Teachers have copies of syllabi.
  - √ Teachers receive effective instructional supervision.
  - √ The school has a functional parent-teacher association (PTA)/parent-teacher-community association (PTCA).
  - √ Parents know how their children are progressing in their studies.
  
- A principal will adopt a particular leadership style that emphasizes certain domains and downplays others. In terms of personal leadership style, the principal could be a responder, manager, or initiator. As a 21st century school head, you are encouraged to try to become more of an initiator.



## How Much Have You Learned?

1. Choose the appropriate domain of responsibility in the box to which the following tasks of school heads belong. Write only the letter of the domain referred to.

- |                            |                               |
|----------------------------|-------------------------------|
| A. Instruction supervision | B. School management          |
| C. School communications   | D. School community relations |

Class observations

Ordering supplies

Hiring teachers

Basic record keeping

Writing to alumni

Assessment of student performance

Coordination with national education officials

Involvement in PTA/PTCA

Attending meetings of local organizations

Teacher supervision

Joining community councils

Curriculum planning

2. Enumerate five indicators of effective school management.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. Name the three personal styles of principals.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. In what settings or situations would each personal style be most appropriate? Why?

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5. Why is the initiator style deemed as the most appropriate by many education researchers?

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## Feedback

Compare your answers with those found on pages 114-116. If you have answered all questions correctly, congratulations, you have learned well. You may proceed to the next lesson in this module. If not, you need to review this lesson before proceeding.



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**LESSON****3****The School Head as Transformational Leader and Chief Learning Officer: Building a Learning Community**

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**What Is This Lesson About?**

In the two previous lessons, you became more familiar with the leadership role of the principal in steering the school towards educational success. In this lesson, Lesson 3, you will learn more about the need for leadership in response to a challenge for continuous improvement and for building the school as a learning community.

**What Will You Learn?**

At the end of this lesson, you are expected to:

- discuss the school's need for leadership in the face of changing demands;
- describe leadership qualities as applied to the principal's various tasks;
- differentiate between a leader and a manager;
- identify ways to implement transformational leadership;
- practice transformational leadership; and
- explain the need for contributing to the field of knowledge on education.

## Let's Try This (Activity 3.1)



Below is a list of tasks. Place a check (✓) before each task that you think is performed by a principal who possesses good leadership skills.

- \_\_\_\_\_ Reviewing or revising an existing curriculum or subject
- \_\_\_\_\_ Evaluating teaching materials
- \_\_\_\_\_ Influencing high achievement among students
- \_\_\_\_\_ Monitoring tests and examinations
- \_\_\_\_\_ Managing and controlling student behavior
- \_\_\_\_\_ Influencing the performance of teachers
- \_\_\_\_\_ Supporting teacher welfare and their personal development
- \_\_\_\_\_ Influencing teaching schedules
- \_\_\_\_\_ Influencing the school's operational efficiency
- \_\_\_\_\_ Managing the use of buildings, grounds and equipment
- \_\_\_\_\_ Maintaining regular communication with school board members
- \_\_\_\_\_ Providing positive public relations with the local community

If you placed a check mark before all tasks, you are correct; the tasks describe the work of a principal who practices good leadership skills. This list is by no means complete. What other tasks could you add? You may create another list on a separate piece of paper.





## Let's Read

How much do you know about how pupils behave in class? Read on and find out.

### **Students' Classroom Behaviors**

*Adapted from Cohen, Manion & Morrison, 1996, p. 48*

The following checklist was designed by J. Haysom and C. Sutton (1974) for use in science lessons. Selecting whatever items you feel relevant, use them in one of your observations to discover the rules and routines governing students' classroom behaviors.

Is it the standard practice for pupils to:

- stand up at the beginning of the lesson?
- choose where they sit?
- go to allotted spaces?
- work in self-selected groups?
- help each other in their work?
- expect not to consult each other?
- put up their hands before speaking to the teacher?
- speak directly to the teacher, butting in any time?
- be silent when the teacher begins to speak?
- carry on with what they are doing when the teacher speaks?
- leave the room without permission?
- compose their own notes?
- move about freely during lessons?
- copy notes from the board?
- expected to have with them pencils and other school materials?
- be allowed to borrow items from classmates?
- be allowed, if finished early, to get on with homework?

In your quest for changes in your school towards better educational achievements, do you feel the need to use the above checklist? Do you feel any need at all to conduct monitoring or evaluation of some sort to help you attain your goals?

## Let's Try This (Activity 3.2)



To examine your own beliefs on what classroom activities are acceptable, study the list on the previous page. Underline those that you think are acceptable and encircle the boxes of behaviors that are not acceptable. Rewrite your list of unacceptable behaviors on the space provided below.

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Study your own list once more. Why did you choose these behaviors as unacceptable? How do you intend to change them into more acceptable behaviors? Consult with your teachers, do they also agree with your choices?

Systems of control and discipline are needed to maintain a healthy and safe school atmosphere conducive to learning. In most cases, it is important to find out what system of control discipline operates in the school so you can institute changes when necessary. However, focusing on disciplinary changes is just one aspect of the job if you want to transform your school into a more efficient institution.



## Let's Read

### Schools' Domains for Improvement

Principals need to have leadership qualities in attempting school improvement. As the “captain of the ship,” you are the key agent for change towards achieving your school’s educational goals (Marsh, 1992). Working towards overall improvement in your school requires that you **affirm** your leadership role in several of the school’s service components. Do you remember what these components or school service domains are? Study the list below.

A principal is expected to play a leadership role in the following aspects of a school’s function. These are your “challenge areas” in becoming an educational leader for the 21<sup>st</sup> century. Study these “domains for improvement” carefully.

- Curriculum and instruction
- Performance and development of students
- Professional/personal performance of teachers and staff
- Administration/organization
- School facilities and supplies
- External relations



## Let's Try This (Activity 3.3)

Before proceeding, get a sheet of paper and write your own ideas about the leadership qualities school heads like you need to have in order to successfully meet your school’s domains for improvement. Jot down ways how a principal like yourself could manifest such qualities.

# Let's Read



Do you want to know what specific tasks correspond to the broader domains of the task of a well functioning school head? Continue reading to find out.

## **Curriculum and Instruction**

- Reviewing or revising an existing subject
- Influencing specific teaching materials
- Introducing new subjects/units/topics

## **Performance and Development of Students**

### Academic

- Influencing the achievement standards of all students
- Encouraging high attainments by students in accordance with their abilities
- Monitoring tests and examinations

### Non-Academic

- Managing, guiding, and controlling student behavior
- Influencing student welfare/attitudes
- Influencing students' extracurricular activities

## **Professional/personal performance of teachers and staff**

- Influencing the performance of teachers
- Influencing the performance of administrators
- Influencing the hiring of new teachers
- Influencing the performance of student teachers
- Supporting teacher welfare and their personal development

**Administration/organization**

- Influencing teaching schedules
- Influencing student enrolment priorities
- Influencing student decisions (admissions, etc.)
- Influencing the school’s operational efficiency

**School facilities and supplies**

- Managing use of buildings, grounds, technology, and equipment
- Initiating physical changes to improve instruction
- Initiating physical changes to improve aesthetics

**External relations**

- Maintaining regular communication with PTCA/PTA officers and school board members
- Maintaining regular communication with district, division, regional and national education department officials
- Providing positive public relations with the local community



**Let’s Think About This**

What do you notice about the first words that were used to describe what you could do as a principal in the “domains for improvement” on pages 79-80? Write down these words below:

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If you answered the words **Influencing** and **Managing** were commonly used, you are correct! Do you know what that implies? Write down your ideas on the lines below.

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The frequent use of words “influencing and managing” implies that having leadership skills is important as a school head. You are required to be an agent of change in transforming schools into better places for teaching and learning. Your role is crucial in guiding the school towards the direction you want it to go.

However, more than merely influencing and managing, you are expected to practice educational **LEADERSHIP!** Be it in curriculum, instruction or supervision, you are expected to carry out a leadership role among teachers, students, parents, and community members. They may have their own different needs but one thing is common, **THEY EXPECT YOU, their principal, TO BE THEIR LEADER!**

In the previous lessons, you learned what leadership is and how to become an instructional leader. In this time of changing demands and harsh realities, principals need to be more than just administrators and managers. You need to be leaders. Do you want to know what a leader really is and how leaders are different from managers? Read on.



## Let's Read

### Differences Between Leaders and Managers

Study the table below and note the differences between a leader and a manager.

<b>Managers</b>	<b>Leaders</b>
Manage resources, projects, and deadlines	Excite people with vision
Diagnose and influence systems	Empower people to innovate and excel
Responsible for controlling activities to keep the flow of work running smoothly	Create a vision and goals that influence others to share that vision
Plan and budget	Set the direction
Organize staff	Align people with vision
Do controlling and problem solving	Motivate people
Emphasize systems structures and action	Promote change and empower others to work on causes
Enforce organizational rules	Change organizational rules
React to opportunities	Create opportunities

The main difference between a leader and a manager is that leaders create and motivate while managers control and implement. You may think of a leader as the driver who decides which direction to take while managers are the gears and machinery that make movement towards that direction possible. Leaders are never complacent nor static. They are dynamic—always thinking of new ways to innovate and improve on what's currently being used in a system.

Based on this, why are educational leaders more important than managers? Write down your answer below.

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Managers are important too, because they make sure that plans are implemented properly. However, if you wrote that leaders are more important because they facilitate change for the better, you are correct! Leaders provide the drive and the vision to create, innovate, and motivate-to constantly change for the better.

What else does the table that compares leaders and managers imply? Most principals everywhere feel that their role as manager or administrator is their most important job. True, you need to be the school's CEO and look after the school's day-to-day affairs. **But beyond this, you can do more.** You can practice true leadership. Only by doing so can you inspire others to work towards your vision of a better school.

A true leader is not afraid to innovate, to change. He/she is a trailblazer. He/she provides inspiration and energy to everyone in his/her school. Are you this kind of leader? Which of the two columns on the next page describes what you are now?





## Let's Try This (Activity 3.4)

Analyze the two columns below.

<b>Managers</b>	<b>Leaders</b>
Run a school with limited resources	Inspire the crew
Maintain others' policies	Lead by example
Comfortable adhering to policy	Not limited by policies
Look for practical solutions to problems	Favor the ideal
Direct energy towards goals and solving problems	Guide people to practical solutions
Perpetuate group conflicts	Work towards harmony
Tinker with existing processes	Innovate through insight and intuition
See the world in black and white	Acknowledge diversity/ see beauty in difference
Focus attention on procedure	Focus on the decision to be made
Control, arrange, and do things right	Unleash energy and vision

Does the table reflect the different core tasks of leaders and managers? In your own words this time, write down what you think is the main difference between a leader and a manager on the lines provided below.

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## Let's Try This (Activity 3.5)



Read the situation and answer as indicated.

1. A school is facing financial problems. There is not enough financial support coming in from the government. Describe how a leader would respond, in contrast to a manager.

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2. A teacher with a handicap is applying for a teaching position. She requires a wheelchair to go to class but her qualifications are impressive. Describe how a leader would respond, in contrast to a manager.

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3. In the school, teachers formed cliques (senior teachers and junior teachers) and started to fight each other over petty issues. Describe how a leader would respond, in contrast to a manager.

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Compare your answers with those on pages 116-117. Your answers may not be worded exactly the same but it's alright as long as the thoughts expressed are similar.



## Let's Read

Effective leaders are needed in the field of education everywhere. Do you consider yourself as an effective leader? Do you have the characteristics of one? Read on and find out.

### **Indicators of Effective Leadership (Marsh, 1992)**

- Facilitating the development, implementation, and monitoring of shared visions and mission
- Advocating and sustaining a school culture
- Promoting and sustaining an effective instructional program
- Managing operations and resources in the learning environment
- Collaborating with community stakeholders
- Involving others
- Acting with integrity, fairness, and in an ethical manner

Now, do you think you are capable of effective leadership?

A true leader has the power to transform his/her environment. You are the principal, and the school is your primary environment. Do you have what it takes to change it for the better? Are you ready to answer the challenge of transformational leadership?



## Let's Read

### **Practicing Transformational Leadership**

Are you familiar with transformational leadership? How can transformational leadership help you? In transformational leadership, the leader is viewed as an enabling force for change by unleashing the spirit of

creativity and innovation in others. The leader paves the way for individuals to do their best work by providing resources and removing obstacles.

Hacker and Roberts (2003) describe *transformational leadership* as the comprehensive and integrated leadership qualities required for change for the better. Integral to this is the ability of the leader to bring clarity of purpose and meaning to the organization. From the Latin word “*transformare*” meaning to change the nature, function, and condition of, or to convert, transformational leadership encourages and facilitates organizational change.

## Let's Study



Mrs. Van Thong, Miss Nguyen and Miss Pring are teachers at the Sun Valley Primary School in Vietnam. They are talking about their school head while having lunch at the school canteen.

Mrs. Van Thong: Were you able to attend the meeting yesterday?  
Our school principal, Mr. Poon, announced that there would be changes in the Sixth Level curriculum. He feels that we need to introduce the students to the subject of computers so they will be familiar with them.

Miss Nguyen: Don't you think it's too early to do so?

Miss Pring: He says it's just the right time. He went to Hanoi last week and he observed Sixth Level students already learning how to write their reports using the computer.

Mrs. Van Thong: I think that's a great idea. You know, the times call for it. Students who have computer skills have better prospects of earning well in the future.

Miss Nguyen: Oh, but we have only two computers in our laboratory. I don't think that's enough for all our Sixth Level students to use.

Miss Pring: I agree. But Mr. Poon said that we could teach students two at a time while the rest are doing their other subjects. In fact, he presented a sample schedule for Mr. Chu's Sixth Level class. I think it would work.

Miss Nguyen: But do we have a computer teacher?

Mrs. Van Thong: Mr. Poon trained in Hanoi last month. He finished a basic computer course. He is scheduling three of us to be tutored by him on how to use the computer every afternoon after our classes.

Miss Nguyen: Ah, okay. I'd love to volunteer!

Miss Pring: Me, too. In fact, we could request that we be his first three trainees. I think that will be great! And aside from that, Mr. Poon has set a meeting with local officials and businessmen. I think he will ask them to donate some computers for the school. I also heard he is planning a fund-raising dinner to raise money for more computers.

Miss Nguyen: Wouldn't learning to use computers be too difficult for us?

Miss Pring: Don't worry, Miss Nguyen. Mr. Poon is kind and patient. In fact, he encouraged me to learn to use a computer so I would develop new skills.

Mrs. Van Thong: Oh, Mr. Poon is really hardworking and admirable. He inspires me to do better in my work.

Miss Pring: I think we all are inspired to do better! I feel lucky to have him as our principal.

## Let's Try This (Activity 3.6)



Do you think that Mr. Poon is a good leader? What makes you say so? Put a check before the statements that you **agree** with.

- \_\_\_\_\_ 1. He inspires his teachers.
- \_\_\_\_\_ 2. He has a vision for the school.
- \_\_\_\_\_ 3. He serves as a good role model for his teachers to follow.
- \_\_\_\_\_ 4. He identifies an area of need for the school and thinks of creative ways to address it.
- \_\_\_\_\_ 5. He provides support and encouragement to his teachers.
- \_\_\_\_\_ 6. He creates ways to support his ideas for change.
- \_\_\_\_\_ 7. He strives to continuously learn and develop his own skills.
- \_\_\_\_\_ 8. He involves his teachers in implementing change.

If you put a check before all the statements, you are correct. Based on the conversation between the three teachers, he has the qualities not only of being a good leader, but also someone who practices transformational leadership.

Do you know what qualities characterize transformational leaders? Read on to find out.



## Let's Read

### **Transformational Leadership Behaviors**

Transformational leadership leads to more effective instructional leadership. As you probably learned from the conversation of the three teachers under Mr. Poon, his transformational leadership allows for instruction (teaching and learning) in his school to improve. The key is the ability to lead and manage change. This, in a nutshell, is what transformational leadership is all about.

What are the types of transformational leadership behaviors? Read on to find out. Have you ever exhibited any of these types of transformational leadership behaviors?

1. Idealized influence

This is the behavior that inspires individuals to feel powerful identification and strong emotion toward the leader. This is exemplified by a principal who makes his teachers know that he has a vision for the school's future. He discusses this during meetings and encourages teachers to help in achieving that vision.

2. Inspirational motivation

This models high values as an example and includes communication of an inspiring vision. This is shown by a principal who turns down a bribe from a local textbook and equipment dealer and informs his teachers about the incident for them to be wary of unscrupulous people in the community.

3. Intellectual stimulation

This is a behavior that influences individuals to view problems from a fresh perspective and with a new and increased awareness. This is manifested by a principal who encourages teachers to engage in self-study, pursue graduate studies or attend training and seminars to enhance their skills.

#### 4. Individualized consideration

This provides support and encouragement to individual members. An example is a principal who fairly mediates between teachers who have disagreements. This is also shown by a principal who personally comes to the aid of a teacher who needs moral support, as in the case of a serious ailment or death in the family.

What strategies might transformational leaders use to create organizational change?

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Cook and Hunter (in Hacker and Roberts, 2003) said that transformational leaders draw three behavioral strategies in transforming organizations:

1. Creating a vision
2. Mobilizing commitment
3. Institutionalizing change

Transformational leaders act as strong role models (idealized influence). They communicate high expectations and provide inspiration (inspirational motivation). They also encourage creativity and innovation (intellectual stimulation) and provide support to others (individualized consideration).

As the saying goes, “*Managers are assigned but leaders emerge.*” Developing your skill as a leader has to emerge, gradually at first, but through time and much effort, everyone can be the transformational leader that he/she wants to be. Leadership courses provide pointers on how to be a leader, but it is up to the person to practice it well. What you need to be a leader is a keen sense of awareness of what is expected of you in a certain role (like that of a school principal’s) and the vision and strong determination to succeed.





## Let's Try This (Activity 3.7)

Do you remember Principal Roberts' story from the previous lesson? Do you want to find out how she was able to achieve instructional leadership? Read on...

*Even with her success, Principal Roberts recognizes that to be a good school head, it is important to keep up with curricular trends. Thus, she is an active member of professional organizations, including the International Reading Association. She not only shares information with teachers within her school but also publishes articles in the Reading Teacher, a publication to assist teachers and administrators in the teaching of reading and writing (Cudd & Roberts, 1994, in Farris, 1996).*

What do you think of this? Have you done what Principal Roberts does? What limitations do you see around you that prevent you from doing so? Write your ideas on the lines below.

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## Let's Think About This



Read this story and find out how it relates to your work as a change agent.

### ***The Story of the Contented Farmer***

*Isko is a rice farmer in the town of San Jose. He owns vast tracts of land handed down to him by his parents. For many years, Isko enjoyed having the most amount of rice harvested per hectare in the entire province. He credits his success to a system of farming that he learned from his father. One day, his friend Gorio dropped by. "Isko, I am going to town to attend a lecture of a famous rice scientist. I heard he has developed a new farming method that helps preserve the soil's nutrients. Would you like to come?" "No," says Isko. "I am already content with my rice harvest. Nothing you can learn would make you harvest as much as I do anyway. I still practice the best method possible." "Okay," said Gorio, and off to town he went. Another week passed. Gorio saw Isko again. "Isko, would you like to join me? I am going to town to learn a new system of fighting pests. They say it is more efficient and uses lesser chemicals. I think it would be good for you to learn." "No," says Isko. "As I said before, I am already content with my rice harvest. Nothing you can learn would make you harvest as much as I do." Gorio said, "If it suits you, goodbye then." A month after, Gorio dropped by Isko's house again. "Isko, would you like to come? I am going to town to get some hybrid rice that resist pests better. It comes from the government and it's free. I think you should give it a try." "No," says Isko. "I don't need it. I am already content with my rice harvest. I don't need anything new from anyone." Gorio left after saying, "I hope you don't regret your decision. See you then." After a month, a new kind of rice-eating pest attacked the rice fields of San Jose. Isko's fields were totally wiped out. Gorio's, on the other hand, survived the pestilence. He was able to reap a decent harvest from his fields. Isko had to sell a portion of his lands to be able to start anew.*

1. What lesson did you learn from this story?

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2. How can you apply this to your work as a school principal?

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3. Is there really a need to continuously learn new things and improve?  
Why or why not?

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## Let's Read

### **The Need for Continuing Education and Learning**

Effective schools, and effective principals for that matter, do not only impart knowledge. They help add to the body of knowledge through research and other activities. However, many of today's schools are not effectively organized to support and encourage continuous learning. The pursuit of educational research and the quest for new information is prompted by the changing demands of the society we live in. To respond to those demands, we need:

- new strategies, new processes, and new mindsets and paradigms for sustaining quality teaching and learning in the school;
- to build the school as a learning organization; it must be open to new learning and build a culture of innovation; and

- the school head to act as chief learning officer of the school who bears the ultimate responsibility for the success or failure of the endeavour.

To promote continuous learning and to add to the body of knowledge of education research, what strategies may the school head employ in continually learning from each other within the school, from other principals in the school district or outside it and from other sources of information? Write your ideas on the lines below.

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Here are some suggested activities:

- Create a formal learning organization within the school or district.
- Conduct regular meetings, conferences, and fora to serve as venues for updates and self-improvement.
- Subscribe to professional journals and other research outputs.
- Encourage research through incentives, bonuses, or awards.
- Use the Internet as a source of new ideas, best practices, and research findings.
- Support continuing staff development.
- Reflect often and deeply about your effectiveness as a principal.
- Pursue discussions/dialogues with other educational leaders/school heads about the craft of instructional leadership.
- View your work through the eyes of those you serve.
- Utilize research output as a basis for promotion.
- Create a culture of research.

Indeed, there are still a lot of things to be done. The task may be daunting, but the fact that you are enrolled in this course tells us that you are interested to learn to become a leader for your school. There are still many more modules for you to study, many more opportunities to practice and improve. It may take time and a lot of effort but you are certainly on your way! You have heeded the call for instructional leaders. Let LEARNTECH EXCELS be your guide in becoming the kind of principal that you want to be!

## Let's Remember



- In summary, principals need to have the required leadership skills and qualities to move their school to their desired state. Working towards overall improvement in your school requires that you operationalize your leadership role in the school's "domains for improvement." These are:
  - Curriculum and instruction
  - Performance and development of students
  - Professional/personal performance of teachers and staff
  - Administration/organization
  - School facilities and supplies
  - External relations
- Your role as an agent of change in transforming schools into better places for teaching and learning is **VERY IMPORTANT**. More than influencing and managing, you are expected to be not just a school manager but an educational **LEADER, a true CEO!**
- Transformational leadership is defined as the comprehensive and integrated leadership qualities required for change for the better. Integral to this is the ability of the leader to bring clarity of purpose and meaning to the organization.
- Transformational leaders act as strong role models (*idealized influence*), communicate high expectation and provide inspiration (*inspirational motivation*), encourage creativity and innovation (*intellectual stimulation*), and provide support to others (*individualized consideration*).
- Many of today's schools are not effectively organized to support and encourage continuous learning. The quest for coming up with educational research and new information is prompted by the changing demands of the society we live in. A principal plays a pivotal role as a learning leader.



## How Much Have You Learned?

To find out how much you have learned from this lesson, try and answer the questions below.

1. Identify the six “domains for improvement” of a school principal.
  - i) \_\_\_\_\_
  - ii) \_\_\_\_\_
  - iii) \_\_\_\_\_
  - iv) \_\_\_\_\_
  - v) \_\_\_\_\_
  - vi) \_\_\_\_\_
2. In column A, there is a list of characteristics. Identify whether these characteristics describe a leader or a manager, by writing the word **Leader** or **Manager** on the corresponding row in Column B.

### Column A

### Column B

Excite people with vision	
Diagnose and influence systems	
Create a vision and goals that influence others to share that vision	
Set the direction	
Plan and budget	
Motivate people	
Emphasize systems structures and action	
Change organizational rules	

3. Match the leadership qualities in Column A with their corresponding descriptions in Column B by writing the letter of the characteristics on the space before each entry in Column A.

Column A	Column B
_____ Idealized influence	A. This provides support and encouragement to individual members
_____ Inspirational motivation	B. This is a behavior that influences individuals to view problems from a fresh perspective and with a new and increased awareness.
_____ Intellectual stimulation	C. This models high values as an example and includes communication of an inspiring vision.
_____ Individualized consideration	D. This is the behavior that inspires individuals to feel powerful identification and strong emotion toward the leader.

4. What will happen to a principal who refuses to learn new knowledge?

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5. How could transformational leadership lead to improved instructional leadership?

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Compare your answers with those on pages 117-118. Your answers may not be exactly the same but it is alright as long as the thoughts expressed are similar.



If you have answered all questions correctly, that's great. You may proceed to the module summary and the overall posttest. If not, you need to review this lesson carefully before proceeding.



## Let's Sum Up

This module has guided you through three lessons that should help you become an effective instructional leader in your school.

In Lesson 1, *The School Head as Chief Executive Officer and Instructional Leader: 21<sup>st</sup> Century Expectations and The South East Asian Context*, you learned the definition of instructional leadership. You also studied the need or context for developing your competency as school head to lead curricular and instructional processes.

In Lesson 2, *The School Head as Instructional Leader: Enhancing Teacher Competence*, you zeroed in on your most important roles as an instructional leader: those of curriculum leadership, instructional supervision, coaching and mentoring, and becoming an instructional resource for your academic staff. You also learned about principal styles and their impact on students and teachers.

And finally in Lesson 3, *The School Head as a Transformational Leader and Chief Learning Officer: Building a Learning Community*, you became more familiar with the concept of transformational leadership. You also discovered more about the challenge for continuous improvement and for building the school as a learning community.

The lessons in this module should have provided you with a working knowledge on your role as instructional leader and enhanced your competency in leading school improvement towards quality instruction.

# How Much Have You Learned?

Let's find out how much you have learned from this module. Answer the questions below as directed.



1. Give four reasons why a school principal is like a CEO of a company.

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2. Define the role of an instructional leader.

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3. Give five challenges facing many schools in Southeast Asia.

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4. Name the three personal styles of principals.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

5. Discuss why, although a manager has important skills for creating changes in a school, a leader is needed more.

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6. Describe a transformational leader.

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7. How can transformational leadership lead to improved instructional leadership?

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8. Give five strategies that school heads may apply to promote continuous learning and self-improvement.

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## Feedback



Compare your answers with those on pages 118-120. Since the answers are mostly in essay form, they may not be exactly the same as yours. As long as the thoughts expressed are similar, you may give yourself a check mark.

If you have answered all questions correctly, that's great! That means that you have learned much from this module. You may now proceed to Module 2 to learn more about curriculum implementation and enrichment. If you got some items wrong, study the module carefully one more time. Focus on the topics you missed. Revise your wrong answers. After doing so, you may then proceed to the next module.

## How Do You Rate Yourself Now?



Congratulations! You have done well in finishing this first module of the EXCELS course on *Leading Curricular and Instructional Processes*. I'm sure you've gained many insights from the module readings and activities.

However, for a final check, may I invite you to return to the Self-Rating Competency Checklist on pages 12-13. Review the list of competencies again and place another check mark (✓) in the appropriate "POST" column to best describe your level of mastery of each competency now that you have completed the module. Compare your Competency Level before and after studying the module and reflect on how much you have learned.

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Your role as a principal is very important. The school goes where you go. The challenge for you is to be a leader in effecting changes for the better. You may find many challenges along the way, but given your diligence and eagerness to improve, the goal looks much clearer. Good luck in your work in bringing quality work to your school!



## Let's Apply What You've Learned (Module Assignment)

### Module 1 Assignment Guidelines

Please follow these instructions:

1. Conduct a meeting with some teachers in your school. Present to them what you learned about the four domains of the school head's responsibilities. These are in terms of (i) school management, (ii) school communications, (iii) school community relations and (iv) instructional supervision. With the teachers, identify significant problems in your school under the four domains and the corresponding possible solutions, which preferably are those that have not been tried before.
2. Prepare a written text and photo documentation report about your meeting with the teachers. Write an appropriate introduction by describing the people involved, the course learning you shared with them, and the activity/ies and the process/es you used in identifying the problems under the four domains of a principal's responsibilities.
3. Based on your meeting with the teachers, fill out a table similar to the one below.

#### Matrix on the Four Domains of a School Head's Responsibilities

<b>Domains of a School Head's Responsibilities</b>	<b>Problems Encountered</b>	<b>Possible Solutions</b>
i) School Management	1.  2.  3.	1.  2.  3.

**Matrix on the Four Domains of a School Head's Responsibilities**  
(continued)

<b>Domains of a School Head's Responsibilities</b>	<b>Problems Encountered</b>	<b>Possible Solutions</b>
ii) School Communications	1. 2. 3.	1. 2. 3.
iii) School-Community Relations	1. 2. 3.	1. 2. 3.
iv) Instructional Supervision	1. 2. 3.	1. 2. 3.

4. What did you realize from this activity about how you could improve your work as a school head? Write your answer (approximately 300 to 500 words) legibly on another sheet/page. This will serve as your **short reflection paper** on the practical activity with the teachers comprising your Module Assignment. Make sure you append this to your accomplished Matrix on the Four Domains of a School Head's Responsibilities.

5. Submit your consolidated report that is your definitive Module 1 Assignment (text and photo documentation of the activity with the teachers, matrix and short reflection paper) to your Flexible Learning Tutor for review and evaluation.
6. Make sure that you submit on or before the deadline. Upload your consolidated output in **My Assignment 1** if you are using iFLEX, or submit directly to your Flexible Learning Tutor (by mail-email/other) following the schedule set by the course or by your Tutor.

# Key to Correction



***What Do You Already Know?***, from pages 8-10

1. Instructional leaders are also called learning leaders because their main responsibility is to ensure that continuous learning occurs among the students and adults in the school (teachers as well as non-teaching personnel) in the best and most efficient way possible.
  
2. Possible reasons why a school principal functions much like a CEO of a company.
  - Formulating a shared vision
  - Looking at the big picture
  - Crafting a preferred future
  - Galvanizing staff to action
  - Providing organizational direction
  - Setting an example
  - Charting growth
  - Focusing on the bottom line
  - Initiating strategic plans
  - Ensuring financial viability
  - Providing positive influence
  - Networking

You might have identified other reasons not listed here which you may like to discuss with your flexible tutor or co-learners.



3.
  - A Class observations
  - B Ordering supplies
  - A Assessment of student performance
  - B Hiring teachers
  - B Basic record keeping
  - D Writing to alumni
  - C Coordination with national education officials
  - D Involvement in PTCA/PTA activities
  - D Attending meetings of local organizations
  - A Teacher supervision
  - D Joining community councils
  - A Curriculum planning
4. The three personal styles of principals are Initiator, Manager, and Responder. The most important style among the three is being an initiator.
5. Transformational leadership provides the vision, inspiration, and drive for change in an organization. Transformational leaders act as strong role models (idealized influence), communicate high expectation and provide inspiration (inspirational motivation), encourage creativity and innovation (intellectual stimulation), and provide support to others (individualized consideration).

6.	Excite people with vision	Leader
	Diagnose and influence systems	Manager
	Create a vision and goals that influence others to share that vision	Leader
	Set the direction of the school	Leader
	Plan and budget	Manager
	Motivate people	Leader
	Emphasize systems structures and action	Manager
	Change organizational rules	Leader

7. a. Intellectual simulation

This is a behavior that influences individuals to view problems from a fresh perspective and with a new and increased awareness

b. Idealized influence

This is the behavior that inspires individuals to feel powerful identification and strong emotion toward the leader.

c. Individualized consideration

This provides support and encouragement to individual members.

d. Inspirational motivation

This models high values as an example and includes communication of an inspiring vision.

## **Lesson 1: The School Head as Chief Executive Officer and Instructional Leader: 21st Century Expectations and the Southeast Asian Context**

*Let's Try This (Activity 1.5)*, pages 45-47

1. *Teaching methodologies designed to encourage independent thinking*

The principal needs to review the teachers' lesson plans as well as observe classes to check on how teachers encourage the development of independent thinking and other related skills among students.

2. *Capable, motivated and well-trained teachers*

The principal needs to have a master plan for training teachers according to their needs and motivate them towards achieving the school's objectives.

3. *Appropriately designed curriculum*

The principal needs to review, revise and enrich the school curriculum as needed, in consultation with teachers and other officials.

4. *Effective learning materials including, but not limited to, textbooks*

The principal needs to creatively source out learning materials and create a system for their storage and sustainable use.

5. *Appropriate technology integrated in the teaching-learning process*

The principal needs to know the tools that might be helpful in advancing student learning. He/She should know how different ICT hardware and software can be used for various teaching-learning activities. He/She should also know how to prepare a technology plan for the school.

6. *A safe and well-maintained learning environment*

The principal needs to regularly check that the school is clean, safe and secure, intellectually stimulating, and has a positive emotional climate, and well-maintained. He/she also needs to make sure that students are secure inside their classrooms.

7. *A valid, reliable learner assessment and evaluation system*

The principal needs to put in place a school evaluation system that emphasizes assessment FOR learning, in consultation with teachers and other stakeholders.

8. *Effective school leadership including instructional supervision*

The principal needs to manifest the characteristics of instructional leadership; be a coach, counselor or mentor as appropriate.

9. *Ample direct instructional time*

The principal needs to review the time spent by teachers inside the classroom in terms of quality and contact hours, as well as monitor their attendance.

10. *Adequate financing*

The principal needs to source out funds for the school from government and private sources to support educational initiatives.

11. *Effective organizational structure and support*

The principal needs to establish a school council, create ad hoc committees, and set up quality circles for effectiveness in addressing the needs of students, teachers and the community.

You might have identified other characteristics of an ideal school principal. Discuss your answers with your flexible learning tutor and co-learners.

***How Much Have You Learned?***, pages 49-50

1. Stakeholder groups like teachers, parents, students and education officials have different needs and objectives. This explains the difference in their expectations of their school heads.
2. As a school is also an organization run by a manager-leader, the principal is likened to a CEO who provides visionary leadership that will bring the organization where it would like to be (also referred to as the preferred future).
3. **All items should be encircled** as they all refer to the roles of the principal as an effective instructional leader.
4. You may have listed any five of the following as possible dominant issues in the next decade for Southeast Asian schools.
  - A push for better school quality
  - Increased pressure for efficiency
  - Decentralization
  - Privatization
  - Education management information systems
  - Teacher unionization
  - Gender diversity among education administrators
  - Search for more effective teacher incentives
  - Demand for more responsive and relevant curriculum
  - Integration of technology in the teaching-learning process and educational administration

## **Lesson 2: The School Head as Instructional Leader: Enhancing Teacher Competence**

***Let's Try This (Activity 2.1)***, pages 60-61

1. *Coaching*, because Mrs. Sabah's assistance comes with the job.
2. *Mentoring*, because Miss Phung self-selected Dr. Srisakda to be her mentor.
3. *Coaching*, because Mr. Cruz's source of influence is his position as a principal.
4. *Coaching*, because the focus of the relationship is the teacher's performance and not herself as an individual
5. *Mentoring*, because the personal return to the school head is the affirmation of her ability to mentor.
6. *Mentoring*, because the relationship arena or coverage is the life of the teachers.

***Let's Try This (Activity 2.2)***, pages 64-66

Mr. Po is an **Initiator (a)**

Mr. Po is an initiator because of his very businesslike approach in human relations and for putting emphasis on high academic standards.

Mr. Han is a **Manager (b)**

Mr. Han is a manager because he is a goal-oriented administrator, practicing less emphasis on human relations.

Mrs. Khan is a **Responder (c)**

Mrs. Khan is a responder because she puts emphasis on maintaining good relations with staff. She does not anticipate future problems nor is she concerned with long-term goals. These are characteristics of responders.

***How Much Have You Learned?***, pages 72-73

1. Choose the appropriate domain in the box to which the following tasks of school heads belong. Write only the letter of the domain referred to.

A. Instructional supervision	B. School management
C. School communications	D. School community relations

A - Class observations

B - Ordering supplies

B - Hiring teachers

B - Basic record keeping

C - Writing to alumni

A - Assessment of student performance

C - Coordination with national education officials

D - Involvement in PTCA/PTA activities

D - Attending meetings of local organizations

A - Teacher supervision

D - Joining community councils

A - Curriculum planning

2. Possible indicators of effective school level management include the following:

1. Instructional supplies are ordered and arrive on time

2. Teachers come to school on time

3. Teacher absenteeism is low

4. School facilities are in good repair

5. Teachers have copies of syllabi
6. Teachers receive effective instructional supervision
7. The school has a functional parent-teacher-community association
8. Parents know how their children are progressing in their studies

You may have identified other indicators of effective school level management. Discuss your answers with your flexible learning tutor and co-learners.

3. The three personal styles of principals are:

- Responders
- Managers
- Initiators

4. Settings or situations where each personal principal style would be most appropriate are as follows:

The **responder style** puts emphasis on maintaining good relations with staff. Respondents tend to delegate responsibilities and listen to others rather than initiate ideas. They are low key and non-demanding. They do not anticipate future problems nor are they concerned with long-term goals. This approach works best when there are strained relations between administrators and teachers. It may also work well for schools that have already a competent faculty with stable resources.

The **manager approach** concentrates on getting tasks achieved rather than placing emphasis on personal relations. Managers are orderly and well-organized. Long hours are put in to complete administrative tasks. Managers strive to be available to teachers. They are prepared to intervene directly with staff over school matters. This approach may work best for school situations that need more organization and guidance in achieving goals.



The principal who is primarily an **initiator** tends to be very secure and confident. Initiators are businesslike in their relations. They state their expectations clearly and emphasize student outcomes. There is a conscious aim to achieve increasing academic standards. This approach is applicable to most school situations.

5. Each style is helpful in achieving the goals of instructional leadership. However, the **initiator** style is deemed as the most successful and appropriate because it gets things done. It is the most efficient leadership style in achieving the goals of most schools.

### **Lesson 3: The School Head as Transformational Leader and Chief Learning Officer: Building a Learning Community**

*Let's Try This (Activity 3.5), page 85*

1. *A school is facing financial problems. There is not enough financial support coming in from the government. Describe how a leader would respond, in contrast to a manager.*

Leaders are not limited by policies. A leader would innovate and try to think of new ways to raise funds for the school. Managers would tend to be limited by existing rules and policies.

2. *A teacher with a handicap is applying for a teaching position. She requires a wheelchair to go to class but her qualifications are impressive. Describe how a leader would respond, in contrast to a manager.*

Leaders acknowledge diversity and see beauty in difference. They will find a way for a differentially-abled faculty to be admitted to school if qualified. The teacher may be assigned to a classroom that is more accessible. Managers would have difficulty adjusting to the present challenge.

3. *In the school, teachers formed cliques (senior teachers and junior teachers) and started to fight each other over petty issues. Describe how a leader would respond, in contrast to a manager.*

Leaders work towards harmony. They will find a way for the two groups to come to an agreement through a meeting or dialogue. Managers may perpetuate group conflicts and have difficulty coming up with innovative solutions. This is where emotional intelligence comes to play.

***How Much Have You Learned?*, pages 98-99**

1. The six “domains for improvement” of a school principal are as follows:

- i) Curriculum and instruction
- ii) Performance and development of students
- iii) Professional/personal performance of teachers and staff
- iv) Administration/organization
- v) School facilities and supplies
- vi) External relations

2. 

<b>Column A</b>	<b>Column B</b>
-----------------	-----------------

Excite people with vision	Leader
Diagnose and influence systems	Manager
Create a vision and goals that influence others to share that vision	Leader
Set the direction	Leader
Plan and budget	Manager
Motivate people	Leader
Emphasize systems structures and action	Manager
Change organizational rules	Leader

3. The type of transformational leadership behavior being described.
  - D- (Idealized influence)
  - C - (Inspirational motivation)
  - B - (Intellectual stimulation)
  - A - (Individualized consideration)
4. A principal who refuses to learn new knowledge will be left behind. He/She will not be aware of recent developments (like the use of computers and technology) that could help him/her and his/her school adapt to a changing society.
5. The key in transformational leadership is being able to lead and manage change. A principal who has vision can effectively lead and manage change towards the improvement of instruction in his/her school if he/she has the qualities of transformational leadership.

***How Much Have You Learned?***, pages 101-102

1. Reasons why a school principal is like a CEO of a company include:
  - Formulating a shared vision
  - Looking at the big picture
  - Crafting a preferred future
  - Galvanizing staff to action
  - Providing organizational direction
  - Setting an example
  - Charting growth
  - Focusing on the bottom line
  - Initiating strategic plans
  - Ensuring financial viability

- Providing positive influence
- Networking

You may have identified other reasons as well!

2. Instructional leadership is something specific to the leadership role of a principal. It refers to anything that school leaders do to improve teaching and learning in the school. Instructional leaders are also called learning leaders. They continuously seek to improve teaching and learning.

An instructional leader is characterized as being a resource provider, an instructional coach, an effective communicator; and a visible presence in the school.

3. Possible challenges facing many schools in Southeast Asia
  - a. Lack of financial and other resources
  - b. Inadequate personnel
  - c. Harsh socio-economic realities
  - d. High teacher-to-student ratio
  - e. Lack of adequate training and development for teachers
  - f. Less ideal curricula
  - g. Political concerns

You may have identified other challenges facing schools in Southeast Asia. Share these with your tutor and colleagues.

4. The three personal styles of principals are as follows:
  - a. Responder
  - b. Manager
  - c. Initiator

5. More than just performing administrative duties, a leader provides vision, inspiration, direction, and energy needed to direct the school towards change. This is essential in a school setting where the principal is expected to not only manage school affairs but also provide guidance and direction towards achieving the school's goals.
6. A transformational leader acts as a strong role model (idealized influence), communicates high expectation and provides inspiration (inspirational motivation), encourages creativity and innovation (intellectual stimulation), and provides support to others (individualized consideration).
7. There is a need to continuously strive for the school's improvement. Transformational leaders are able to lead and manage change. Principals who have vision can effectively lead their staff towards the improvement of instruction in their school if they have the qualities of transformational leadership.
8. Possible strategies that school heads may employ to promote continuous learning and self-improvement:
  - Create a formal learning organization within the school or district.
  - Conduct regular meetings, conferences, and fora to serve as venues for updates and self-improvement.
  - Subscribe to professional journals and other research outputs.
  - Encourage research through incentives, bonuses, or awards.
  - Use the Internet as a source of new ideas, best practices, and research findings.
  - Support continuing staff development.
  - Reflect often and deeply about your effectiveness as a principal.
  - Pursue discussions/dialogues with other educational leaders/school heads about the craft of instructional leadership.
  - View your work through the eyes of those you serve.
  - Utilize research output as a basis for promotion.
  - Create a culture of research.

## Suggested Readings and Websites



- McEwan, Elaine K. (2003). *Seven Steps to Effective Instructional Leadership*. 2nd edition. Thousand Oaks, CA: Corwin Press.

*This book provides detailed practical suggestions on how to lead teachers to achieve instructional goals. It includes an Instructional Leadership Checklist which can serve as a guide for self-development.*

- Trespeces, F. (2003). *The School Head as Instructional Leader*, SEAMEO INNOTECH, Quezon City, Philippines.

*This module provides the principal with essential information related to one's role as a leader of a school.*

- <http://www.e-lead.org>
- <http://www.legacee.com/index.html>

## Glossary



**Accountable** - refers to a person such as the principal or any school stakeholder who is responsible for or is in-charge of something.

**Ambiguities** - are uncertainties, vague or confusing concerns or areas.

**Arbiter** - usually refers to a person who positions as a middle man, mediator or decision-maker/judge of something being contested.

**Clique** - a small, exclusive group of people

**Critical Incident** - an event or activity that went particularly well and shows an impact on one's professional learning.

**Curriculum Leadership** - is defined as the exercise of functions or goal-oriented tasks that enable the achievement of providing quality education to learners.

**Curriculum Manager** - refers to a school head in his/her integrated role in the practice of *curriculum leadership*, specifically being the number one responsible for the curriculum's being implemented well.

**Emotional Quotient (EQ)** - index or measurement of emotional intelligence, which is the capacity to recognize one's own feelings and those of others, to motivate oneself, and to manage emotions in oneself and in one's relationships.

**Figurehead** - refers to a symbolic leader or representative of a group.

**ICT** - acronym for information and communications technology, e.g., computers, multimedia, etc.

**Infrastructure** - refers to buildings and other physical equipment needed to support a program.

**Instructional Leadership** - refers to the sum total of qualities, traits, skills and tasks of a school learning leader in facilitating the direction and support for a school's instructional program, a role naturally belonging to and practiced by a school head or a teacher.

**Instructional Supervision** - includes all roles and functions related to providing adequate management in providing for teaching and learning within schools.

**Leadership** - is the practice of bringing a group of individuals or an institution towards the attainment of a clear objective or goal.

**Norm** - refers to what is customary, universally-accepted rule, guide or behaviour.

**Paradigm** - refers to a model for viewing and understanding a phenomenon

**PTCA/PTA** - an acronym for, or short for, "Parent-Teacher-Community Association" / "Parent-Teacher Association"

***Transformational Leadership*** - refers to the school head's role as primary learning leader who responsibly acts as an enabling and encouraging force for change and innovation especially in the face of changing demands and challenges in his/her environment.

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