Tayo

PARA SA EDUKASYON

PROFESSIONAL DEVELOPMENT OF PRINCIPALS IN SENIOR HIGH SCHOOL

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The Department of Education is in transition...

DepEd Strategic Direction (Luistro Administration)

CHALLENGES

- An Educational System that is of quality, more inclusive and relevant

- Students completing their studies and mastering competencies

- DepEd's commitment to good governance beyond 2016

OUTCOMES

OUTCOME A

1. Every Filipino has access to a complete basic education.

2. Every graduate is prepared for further education, and the word of work.

OUTCOME B

Delivery of basic education services to learners is effective, efficient and collaborative.

Two Major DepEd Reforms

Rationalization Program

K to 12

Thrusts of the Briones Administration

Raise the Quality of Education

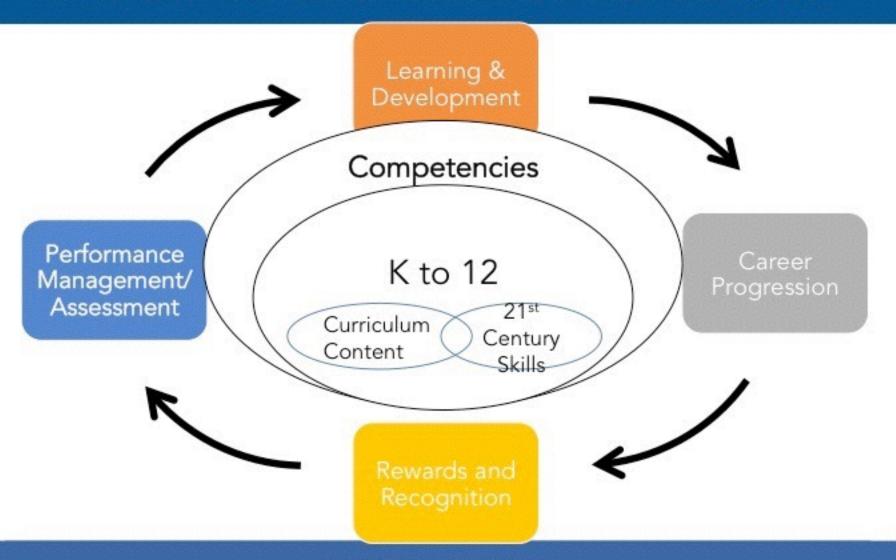Make Education Accessible to All

Make Education Relevant to the Urgent Needs and Opportunities of the Nation

Make Education Truly Liberating

The Principals' Role in the Reform

- RA 9155 recognizes that the school is at the heart of the education process.

- The Principals play a critical role in the attainment of DepEd goals and objectives in the context of the reform initiatives

- The **challenge** is how to prepare incumbent and prospective school heads for the strategic priorities of the current administration.

School Heads' Development Program

Foundation/ Induction	Principal's Test passers	Those who have been assessed to be needing basic training
Intermediate	Those who are already serving as principals and whose competency level is at least basic/beginning	Covers all competency domains but enrollment is on elective basis depending on the felt need
Advanced/ Specialized	Experienced principals or Senior High School Principals	Specific domains and topics that will further push their capabilities to a higher level and to prepare them for higher responsibilities

School Heads' Development Program

Curriculum Development

- Module Development
- Pilot Run
- Resource Materials

Materials Development

- Facilitator's Guides
- Videos
- Resource Materials

Facilitators Development

- Screening
- Capacity-Building
- Actual Training
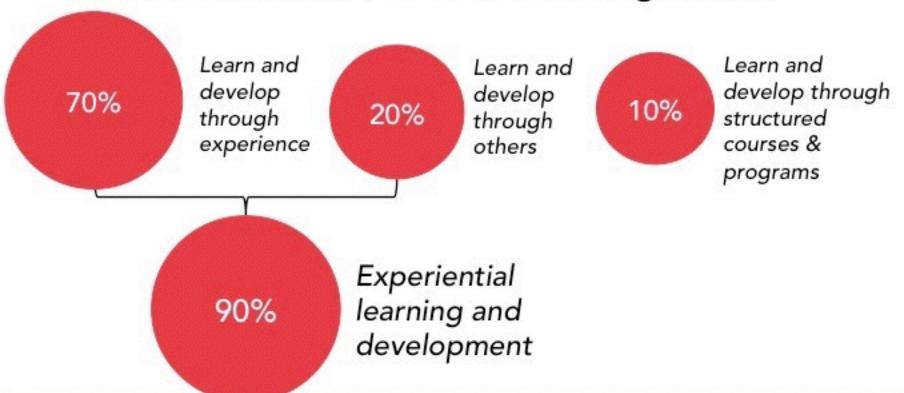- Accreditation

Activation of Regional Academy

- Standards
- Implementation
- Monitoring & Evaluation
- Certification

Highlights of the Enhanced School Heads' Development Program

✓Consolidated existing programs for school heads

✓Solicited inputs from various principals nationwide

✓Created a Technical Working Group composed of Principals & School Division Superintendents

✓Supports K to 12 Curriculum & 21st Century Skills

✓Anchored on National Competency-Based Standards for School Heads (NCBSSH)

Highlights of the Enhanced School Heads' Development Program

✓Developmental approach (Learn – Apply Scheme) consistent with the **70-20-10 Learning Model**

70% — Learn and develop through experience

20% — Learn and develop through others

10% — Learn and develop through structured courses & programs

90% — Experiential learning and development

Highlights of the Enhanced School Heads' Development Program

✓ Developmental approach (Learn – Apply Scheme) consistent with the **70-20-10 Learning Model**

✓ Re-Entry Action Plan (REAP) every Module

✓ Connected to School Effectiveness Division

✓ Reflected in the Results-Based Performance Management System (RPMS)

✓ Applied in the School Improvement Plan (SIP) & Continuous Improvement of Schools

✓ Supports Learning Action Cells

✓ Aligned with the Superintendents Leadership Program (SLP)

DepEd Order No. 32, s. 2010 defines National Competency-Based Standards for School Heads (NBSSH) with a *list of competency standards*, which is used as basis for the school heads decision making, actions and performances of their functions.

Knowledge, skills, and values are clarified through the indicators defined per strand on every domain.

National Competency-Based Standards for School Heads
(7 Domains)

National Competency-Based Standards for School Heads (7 Domains)

CORE PRINCIPLE
School heads are competent, committed, and accountable in providing access to quality and relevant education for all through transformational leadership and high degree of professionalism.

1 SCHOOL LEADERSHIP

2 INSTRUCTIONAL LEADERSHIP

3 CREATING A STUDENT CENTERED LEARNING CLIMATE

4 HR MANAGEMENT & PROFESSIONAL DEVELOPMENT

5 PARENT INVOLVEMENT & COMMUNITY PARTNERSHIP

6 SCHOOL MANAGEMENT & OPERATIONS

7 PERSONAL & PROFESSIONAL ATTRIBUTES and INTERPERSONAL EFFECTIVENESS

1
SCHOOL LEADERSHIP

- ✓ Developing & Communicating Vision, Mission, Goals, and Objectives
- ✓ Data-based Strategic Planning
- ✓ Problem-Solving
- ✓ Building High Performance Teams
- ✓ Coordinating with Others
- ✓ Leading and Managing Change

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- ✓ Leading and Managing Change

2 INSTRUCTIONAL LEADERSHIP

- ✓ Assessment for Learning
- ✓ Developing Programs &/or Adapting Existing Programs
- ✓ Implementing Programs for Instructional Improvement
- ✓ Instructional Supervision

1 SCHOOL LEADERSHIP

✓ Developing & Communicating Vision, Mission, Goals, and Objectives
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2 INSTRUCTIONAL LEADERSHIP

✓ Assessment for Learning
✓ Developing Programs &/or Adapting Existing Programs
✓ Implementing Programs for Instructional Improvement
✓ Instructional Supervision

3 CREATING A STUDENT-CENTERED LEARNING CLIMATE

✓ Setting high social & academic expectations
✓ Creating school environments focused on the needs of the learner

4
HR MANAGEMENT & PROFESSIONAL DEVELOPMENT

✓ Creating a Professional Learning Community
✓ Recruitment and Hiring
✓ Managing Performance of teachers and Staff

4
HR MANAGEMENT & PROFESSIONAL DEVELOPMENT

5
PARENT INVOLVEMENT & COMMUNITY PARTNERSHIP

✓ Creating a Professional Learning Community
✓ Recruitment and Hiring
✓ Managing Performance of teachers and Staff

✓ Parental Involvement
✓ External Community Partnership

6 SCHOOL MANAGEMENT & OPERATIONS

5 PARENT INVOLVEMENT & COMMUNITY PARTNERSHIP

4 HR MANAGEMENT & PROFESSIONAL DEVELOPMENT

✓ Managing School Operations
✓ Fiscal Management
✓ Use of technology in the Management of Operations

✓ Parental Involvement
✓ External Community Partnership

✓ Creating a Professional Learning Community
✓ Recruitment and Hiring
✓ Managing Performance of teachers and Staff

7 PERSONAL & PROFESSIONAL ATTRIBUTES and INTERPERSONAL EFFECTIVENESS

✓ Professionalism,
✓ Communication,
✓ Interpersonal Sensitivity
✓ Fairness, Honesty and Integrity

4 HR MANAGEMENT & PROFESSIONAL DEVELOPMENT

✓ Creating a Professional Learning Community
✓ Recruitment and Hiring
✓ Managing Performance of teachers and Staff

6 SCHOOL MANAGEMENT & OPERATIONS

✓ Managing School Operations
✓ Fiscal Management
✓ Use of technology in the Management of Operations

5 PARENT INVOLVEMENT & COMMUNITY PARTNERSHIP

✓ Parental Involvement
✓ External Community Partnership

Domain 1: School Leadership

Competency Strand	Indicators
Developing & Communicating Vision, Mission, Goals, and Objectives (VMGO)	• Involves internal and external stakeholders in the drafting of the school vision, mission, goals, and objectives for co-ownership • Expresses ownership and personal responses to the identified issues • Aligns goals and objectives with the school vision and mission • Communicates the school VMGO clearly • Explains the school vision to the general public • Revisits and ensures that school activities are aligned with the school VMGO

Domain 2: Instructional Leadership

Competency Strand	Indicators
Implementing Programs for Instructional Improvement	• Manages the introduction of curriculum initiatives in line with DepEd policies (eg. BEC, Madrasah) • Works with teachers in curriculum review • Enriches curricular offerings based on local needs • Manages curriculum innovation and enrichment with the use of technology • Organizes teams to champion instructional innovation programs toward curricular responsiveness

Domain 3: Creating a Student-Centered Learning Climate

Competency Strand	Indicators
Setting high social and academic expectations	• Benchmarks school performance • Establishes and models high social and academic expectations for all • Creates an engaging learning environment • Participates in the management of learner behavior within the school, and other school related activities done outside the school • Supports learners' desire to pursue further learning • Recognizes high performing learners and teachers and supportive parents and other stakeholders

Domain 4: HR Management and Professional Development

Competency Strand	Indicators
Managing Performance of Teachers and Staff	• Assigns teachers and other personnel to their area of competence • Assists teachers and staff in setting and resetting performance goals • Monitors and evaluates performance of teaching and non-teaching personnel vis-à-vis targets • Delegates specific tasks to help manage the performance of teaching and non-teaching personnel • Coaches deputized staff as needed on managing performance • Creates a functional school-based performance appraisal committee • Assists and monitors the development of IPPD of each teacher

Domain 5: Parent Involvement and Community Partnership

Competency Strand	Indicators
Parental Involvement	• Establishes school and family partnerships that promote student peak performance • Organizes programs that involve parents and other school stakeholders to promote learning • Conducts dialogues, for a, training of teachers, learners and parents on the welfare and performance of learners

Domain 6: School Management and Operations

Competency Strand	Indicators
Managing School Operations	• Manages the implementation, monitoring, and review of the SIP/AIP and other action plans • Establishes and maintains specific programs to meet needs of identified target groups

Domain 7: Personal and Professional Attributes and Interpersonal Effectiveness

Competency Strand	Indicators
Professionalism	• Manifests genuine enthusiasm and pride in the nobility of the teaching profession • Observes and demonstrates desirable personal and professional [RA 6713 and Code of Ethics RA 7836] behaviors like respect, honesty, dedication, patriotism, and genuine concern for others at all times • Maintains harmonious and pleasant personal official relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders • Recommends appointments, promotions, transfers on the bases of merit and needs in the interest of service • Maintains good reputation with respect to financial matters such as the settlement of his/her debts, loans, and other financial affairs • Develops programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel

School Heads' Development Program Curriculum

Level	Leadership Effectiveness: Leading from Within	Instructional Leadership	Organizational Leadership
	School Head as Exemplar *Intrapersonal-Interpersonal*	*School Head as Instructional Leader* *Interpersonal*	*School Head as Navigator and Steward* *Organizational*
Foundational Course 3 modules 19 days	**Leading from Within 1:** Leadership vs. Management The Five Practices of Exemplary Leadership **Leading from Within 2:** My Leadership Journey: My Mission and Values	**For K-10 Schools** Understanding the Learner's Context Who is the Learner DepEd VMV Learner-Centered School K-12 Curriculum Pedagogies Standards Assessment Contextualization Learner Support and Inclusion Programs Alternative Learning System ADM LRMDS	**SBM** **The School as an Organization** • SWOT • PESTLE • McKinsey's 7S Enhanced SIP Continuous Improvement Partnership and Communication for K-10 schools Strategic HRMD for K-10 schools Fiscal Management for K-10 schools

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	School Head as Exemplar	*School Head as Instructional Leader*	*School Head as Navigator and Steward*
	Intrapersonal-Interpersonal	*Interpersonal*	*Organizational*
Intermediate Course 5 [Initial] modules 5 days each	**Leading from Within 4:** Whole brain thinking and learning Learning to Feel, Learning to Intuit Learning to Lead, Learning to Be	**Instructional Supervision** Building Professional Learning Communities Developing Teachers through Learning Action Calls	**Building a Constituency for Education In Your School:** Fiscal Sustainability (2 days) and Principled Partnership (3 days)

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	School Head as Exemplar	*School Head as Instructional Leader*	*School Head as Navigator and Steward*
	Intrapersonal-Interpersonal	*Interpersonal*	*Organizational*
SHS (Advance Course) 2 modules 10 days	**Leading from Within 3: Leading Change** Managing Transitions Managing Change The Five Practices of Exemplary Leadership	For SHS Understanding the Learner's Context Who is the Learner DepEd VMV Learner-Centered School SHS Curriculum Pedagogies Standards Assessment Contextualization Career Guidance and Counseling Program	Enhanced SBM Continuous Improvement School Improvement Plan Strategic HRMD for SHS Fiscal Management for SHS Building Partnerships for SHS

SHDP for Senior High School Principals

- **Objective**: To prepare SHS principals for the implementation of the SHS program

- Trained a total of **around 5,700 DepEd SHS Principals** all over the country in December 2015

SHDP for Senior High School Principals

Module 1

(5 Days)

Leading Change and Instructional Leadership

Module 2

(5 days)

Organizational Leadership

Module 1: Leading Change and Instructional Leadership

Leading Change

- Managing Transitions
- Managing Change

Instructional Leadership

- Understanding the Learners and their Context
- DepEd Mandate
- The K to 12 Curriculum
- The SHS Program
- Special Programs

Module 2: Organizational Leadership

School Based Management and Continuous Improvement

HR Management for Teachers

Fiscal Management

Building Partnership for SHS

"I was more prepared for the SHS implementation because of the SHDP for SHS Principals."

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Thank you!