Leading Light: The Lived Experiences of Neophyte School Leaders in the K to 12 Implementation

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ABSTRACT

In an era of educational reforms, school leaders lived up to high expectations in implementing a new curriculum as the learning society demands improvements and transformation. How these neophyte leaders lived becomes an oblivious issue. This phenomenological study on leadership investigated the lived experiences, meaning and insights, and perceived achievements of neophyte school leaders in the Division of Negros Occidental. Anchored on Piaget's constructivist philosophy, trait theory and emotional resilience theory, the participants of the study were 3 principals and 3 assistant principals who were appointed in 2015 onwards and were selected through criterion sampling. The data were gathered through in-depth interviews and field observations. The data were analyzed using the Esterberg's qualitative analysis including immersing with the data, open coding, focused coding, development of themes and grounding the analysis. Member checking was utilized to establish the reliability of the themes. Findings showed that the lived experience of neophyte leaders included embracing the challenges of K to 12 Program while the meaning and insight was perceiving triumphs over challenges. The perceived achievement was employing strategies

that work. The proposed training plan involved topics on adjustment strategies, professional dealings and collaboration techniques.

Keywords **—** Educational Management, neophyte school leaders, phenomenological study, Philippines

INTRODUCTION

School leaders are always the "eye of the storm" of the learning society as the latter expects immediate improvement and transformation in the latest implemented curriculum program (Shen, 2005). The seemingly challenging and overwhelming responsibilities of school leaders continue to soar amidst calls for increased accountability of the school environment, faculty, and students. This consigns them in a precarious situation to produce positive outcomes with regard to processes employing the effective approach in attacking the newly implemented educational program (Sergiovanni, 2005).

Cunningham and Cordeiro (2003) strongly viewed that "the principals carry out all the duties necessary to run an effective school." These duties include: administering all policies and programs; making recommendations about school improvements, hiring and developing staff; scheduling classes; planning, implementing and evaluating curricular programs; maintaining a safe school environment and managing the school resources. Thus, school principalship is the most demanding job in the field of educational reforms and development. According to Louis, Leithwood, Wahlstrom and Anderson (2010), the roles of school leaders had been varied and multifaceted in handling innovations in the school brought about by changes which emerged from government's mandates. They could be managers, capacity builders, problem solvers, and policy implementers in accommodating these changes. Principals or even assistant principals were considered as the first hand implementers of the emergence of policies to the real school setting, where difficulties and problems may arise (Reeves, 2006).

At present, there are few researches in the Philippines about lived experiences of school leaders as they accomplish their tasks, specifically in handling the newly-implemented K to 12 Program. Moreover, neophyte leaders as a group are stimulating to study since to be a new principal or assistant is the most demanding and challenging position (Hodgkinson, 1996; Owens, 2008). Moreover, Macpherson (2010) believed that the objective of neophyte principals

is to manage school operations effectively and efficiently. Thus, the researcher had chosen to undertake this particular research topic beyond what school leadership means in an attempt to understand the experiences, desires, struggles and triumphs of neophyte educational leaders in the Division of Negros Occidental, Philippines.

FRAMEWORK

The conceptual framework of the study was aligned with phenomenology, Piaget's constructivist philosophy, trait theory and the emotional resilience concept. The investigation showed the flow of the research from the theme emerged from the lived experience of neophyte school leaders such as embracing the challenges of K to 12 Program. Andrew, Pedersen and McEvoy (2011) explained that Piaget's idea of philosophy is centered on epistemological constructivism which states that one's knowledge is constructed that it is contingent on convention, human perception, and social experiences. Constructivism was applied by positioning researcher within the context, collecting participant-generated meanings, understanding the context or setting of participants and validating the accuracy of findings through member checking.

On the other hand, trait theory assumes that leaders are born with traits particularly suited to leadership. This leadership theory upholds that people are born with intellectual traits. Some of these traits are going well with leadership. People who are good leaders have the sufficient combination of traits. Though leadership is an art; it also requires the execution of skills and techniques. Trait theory contends that the leader's traits and attributes are tantamount to acquiring skills from training and experience. These experiences comprised practicing skills based on situations which are likely to predict effectiveness in the future (Zaccaro, 2007).

Flin (1996) describes emotional resilience as one's capacity to withstand and renew oneself in light of life stressors, thrive and make meaning from a challenge. One significant factor in coping with a crisis is leader's ability to manage stress. It was observed that there are several benefits of emotional resilience to professionals and the whole society as a whole. It was argued that emotional resilience might be a particularly important quality for helping professionals, as it can help them adjust positively to stressful working conditions, manage to develop coping strategies, adapt to emotional demands, improve well-being and enhance professional growth (Grant & Kinman, 2013).

OBJECTIVES OF THE STUDY

The study delved deeper into the lived experiences of neophyte school principals and assistant principals as they get their tasks and responsibilities done as school leaders. Specifically, the study sought to document the experiences, meaning and insights and achievements of neophyte school leaders in the K to 12 program implementation for S.Y. 2016-2017.

METHODOLOGY

Research Design

This study employed the phenomenological approach which describes what all participants have in common as they experience a phenomenon (Creswell, 2007). The purpose of phenomenology is to reduce individual experiences with a certain phenomenon to a description of the universal essence or a "grasp of the very nature of the thing" (van Manen, 2016; in Creswell, 2007). In this study, phenomenology was employed by unveiling the common experiences of the neophyte leaders in their journey as principals and assistant principals in the K to 12 program implementation for S.Y. 2016-2017. This approach was seen as suitable to delve deeper into the realities of their experiences which did not surface in the outsider's view.

The study also employed different ways in data gathering which included in-depth interviews to cull the participant's experiences, audio-video recordings to record voice and gesture nuances, and field observation notes to verify the formulated themes to their daily practices as neophyte principals and assistant principals.

Research Site

All the participants came from the Division of Negros Occidental and were appointed from the year 2015 to 2-17 or at the time of the K to 12 Program implementation. Three of them were assigned in Northern Negros while the rest hailed from Southern Negros.

Participants

The participants of the study were the three principals and three assistant principals who met the selection criteria set by the researcher. Three of them were males, and three were females. Because they were school leaders who were tasked to manage the public schools, it was assumed that they had various as

well as common lived experiences as neophyte warriors in the field of leadership especially in the K to 12 Program implementation for school year 2016-2017.

This study employed the Criterion Sampling Method in selecting the participants. In this type of sampling, only the participants who met the criteria set by the researcher were included. The criteria in selecting the participants of the study were as follows: they are school leaders who were appointed from the year 2015 to 2017 or at the time of the K to 12 program implementation and they are either principals or assistant principals with or without leadership experience before their appointment.

Instrumentation

The researcher used two instruments to get substantial and reliable data. First, the validated researcher-made interview guide was utilized in the conduct of in-depth interviews. The instrument was evaluated, revised, and corrected by the three experts in the field of leadership and qualitative research. Eventually, the corrections, and suggestions made by the experts were integrated intensively and the instrument was revised for the final interview. The study aimed to collect data which eventually unfold to common themes in people's perceptions of their experiences (Williams, 2011).

The video and audio recordings, with the consent of the research participants, were done during the one-on-one interview with an agreement not to publish the sound recording but only to validate and to transcribe their responses to the questions. These recordings were also done to record physical and sound nuances of the participants which may help in the interpretation of the transcribed data.

Another instrument used by the researcher was the observation notes to validate the formulated themes and to record the daily experiences and practices of the neophyte leaders.

As to the validity, the research instrument was established by three experts in the field who evaluated and checked the questions. All aspects were also considered and incorporated into the final mechanism including the organization, structure, content, and grammatical errors. Then, member checking was utilized to establish consistency of the interpreted data. Member checking is a "way of finding out whether the data analysis is congruent with the participants' experiences" (Curtin & Fossey, 2007, p. 92). It is a way in which Cohen and Crabtree (2006) believed that members (participants) have the opportunity to correct errors and challenge what is perceived as wrong interpretation. Thus, it is viewed as a technique for establishing the validity of an account.

Finally, post observations by the use of observation notes were used by the researcher to validate the formulated themes and record the daily experiences and practices of the novice leaders. Without the knowledge of the participant being investigated, the researcher went to the station where he/she is assigned. Close encounter with participant's colleagues, teachers and students were done as well as talking to them about how the participant managed the school. The researcher also explored the vicinity and grabbed any opportunity to observe the subjects even from afar, noting his daily routines, ways and means in dealing with people and resources.

Since qualitative research deals mainly with humans as participants, the ethical considerations below were rigorously employed by the researcher in the conduct of the study:

Informed Consent. This means that the participants have adequate data regarding the research and are capable of comprehending the information, and have the power of choice, enabling them to consent to or decline in participating voluntarily.

Confidentiality. The confidentiality of information supplied by research participants must be respected. In this study, the researcher considered the ethics of confidentiality by not using the results for other purposes and by keeping the results for the sole purpose of this study.

Anonymity. The anonymity of the participants made to ensure that the data the participants provided cannot be traced back to them in reports, presentations and other forms of dissemination (Crow, Wiles, Heath & Charles, 2006). The use of pseudonyms for participants and the use of asterisks for the name of the school of the principals and assistant principals to hide their identity.

RESULTS AND DISCUSSION

The Lived Experiences of Neophyte School Leaders

Embracing the Challenges of the K to 12 Curriculum

In the implementation of the K to 12 program, problems and difficulties encountered by the leaders, teachers and the students are fairly serious, it is tolerable hence teachers and students endure these problems thus they were able to attain the learning competencies successfully (Calot, 2016). Even the neophyte leaders had their "grey areas" on how the K to 12 must be properly implemented. In his case, Sir Wil (personal communication, December 10, 2016) accepted the fact that since this curriculum is new and that he didn't understand it, he was

grateful he found the Senior High School coordinator who did a lot of work and help. He even said, "In curriculum, we have a plan of the schedules and subjects to be offered. Actually and honestly, I cannot understand what the government… how it is supplemented. But ahh, I am blessed because I have a teacher who becomes then the Senior High School coordinator, who is very knowledgeable on the implementation of the Senior High School that is why I learned so many things about the Senior High School from birth."

In one particular instance, Sir Wil admitted that the government was not ready to implement the Senior High School Program and it had pressing problems. He also defended the Department of Education in this case. He said, "Siyempre kay kulang guid. Naghambal lang ang gobyerno nga ready ang Senior High School pero… pero indi ready. But, since we are in the department, nobody will love the department except the people in in the department and we should not put down the department because of kun gina-put down naton ang department gina-put down man naton aton kaugalingon, our school, our children, di' ba? (Of course! because there are so much lacking. The government just said that Senior High School is ready but…but it's not ready. But, since we are in the department, nobody will love the department except the people in the department, and we should not put down the department because if we put down the department, we are doing it to ourselves, our school, our children, right?).

Sir Rusty (personal communication, December 10, 2016) explained how the curriculum should be implemented. As a neophyte leader, he consistently thought that curriculum standards must be met and should not be compromised at all. He further uttered that, "Ahm… in the curriculum implementation is… simply the following what is the central office the directive of the central office. But it should be followed to … what is the standard. Well, in implementing a curriculum that has been approved, you have to follow the standard. Just for example, what do I mean with that? In the senior high school, you need to follow the curriculum of the implemented for the TLE. Just like the eight exploratory subjects, you have to follow that. And then you need to have a specialization in grade nine and grade ten so that it would be an easy transition to grade eleven. And then grade eleven again, there is a standard for curriculum or else the number of hours. In senior high school, they are living with the number of hours every semester. So you need to follow what is standard, or else, there are subjects that cannot be taken and you will have a problem at the end. You cannot balance the number of hours."

In her case, Ma'am Honey (personal communication, December 10, 2016) complimented the new curriculum but also believed that expert teachers must

be hired as they are needed in the system. Moreover, she noticed that we lack teachers who are experts. She said, "As to curriculum implementation, so far grabe ka complicated especially that the problem now is nang... the curriculum is... is nice. But what the problem is parang ano nag... I see that parang may... may indi sia jive as to... Indi sia aligned as to the specialties, as to the expertise of the teachers at present. So, ang kulang is to proper implement the curriculum. It should be that the teachers are experts on...on the field. Ang natabo sa aton subong, nice ang curriculum, bag-o ang curriculum but we lack experts" (As to curriculum implementation, so far it's very complicated especially that the problem now is…the curriculum is…is nice. But what the problem is that it seems like…I see that it seemed that…it is not jived…It is not aligned as to the specialties, as to the expertise of the teachers at present. So, what's lacking is to proper implement the curriculum. It should be that the teachers are experts on...on the field. The fact is, the curriculum is nice, new curriculum but we lack experts).

Meaning and Insights of Neophyte School Leaders

Perceiving Triumphs over Challenges

Being blissful in spite of work demands and pressures is one of the core foundations of being a successful leader. In this study, one of the perceived triumphs of the participants was being happy despite the huge role that they are facing. One of the things that made them happy is that by sticking to moderation in any case. For instance, they are not too strict and not too lenient at the same time. Cooke (2007) indicated that principals are recommended to strike a happy medium by doing what the teachers think is fair enough provided that legalities are followed. In this way, communication lines to teachers are opened. In this theme, constructivist philosophy is apparent. Piaget declared that humans make meaning of their observations about the interaction between their experiences and ideas. It can be inferred through the experiences of neophyte leaders; they have created a meaning to certain things such as how to deal with subordinates in the new environment to discipline them but letting them understand his/her job at the same time.

Ma'am Honey perceived that her quality as an accommodating leader is a plus and minus at the same time. She thought that there must be a dividing line between these extremes. Her reason can be summed up with these: "I am easy to go. I am easy to be approached with by anybody. Kung too much ko naman ka close…at least may little of strict. Kinanglan na lang guro may line that divides."

(I am easy to go. I am easy to be approached with by anybody. If there's too much closeness…at least a bit of being strict is vital. There must be a dividing line) (personal communication, December 12, 2016).

Being independent is one of Sir Wil's strength, but he insisted that he must be cautious in giving trust to anyone. He felt that giving too much expectation on someone can lead to frustrations. In his words, "Independence…I can do things with my own. Kinanglan indi ko maghatag 'ya guid too much expectation sa tawo. What I mean when I give you a task- kinanglan ma-settle ko nga asta dira lang. Indi kita mag... kay kun kis-a, may mga expectation kita nga masarangan mo ni labaw sa akon. Kay kun kis-a, dira nagaka-ubos-ubos man ko... kun sa akon lang, kahapos-hapos nga obra... indi mo mahimo?"(Independence…I can do things with my own. I should not give too much expectation to people. What I mean is, when I give a task, I need to settle just right there. We must not… because sometimes, there are expectations that they can do it more than what I can do. Sometimes, I am lost there…for me, it's an easy job…you can do it?) (personal communication, December 12, 2016).

Sir Zen described himself as a cool person. In his statement, "My being a cool person. And then being, ina bala ang approachable. Ako 'ya indi ko palaaway" (My being cool as a person. And then being, somewhat approachable. I am not war freak). Though being cool is an asset, Sir Zen believed that one must be confident and assertive as a leader, too. He said he must improve his personality so that he will have confidence and assertive as a leader sometimes. To meet halfway, he must maintain that coolness with adherence to being assertive and vocal as a leader. He admitted, "Indi guid ko very high confidence. Dapat assertive ka at times gale as a principal" (I do not have very high confidence. You must be assertive if you are a principal) (personal communication, December 12, 2016).

Socrates believed that man needs to learn to know how to choose the mean and avoid the extremes on either side, as much as possible. In this light, our neophyte leaders had established this scheme of self-moderation. Sir Wil believed that teachers must be trained to be independent, but the leader must check on their ability and how they work. In other words, trusting them but do not leave them alone. Ma'am Honey's example was appropriate to mention. She believed that 'dividing line is necessary' in leadership in order that temperance is practiced.

Another perceived triumph that the participants had in common is how to defeat their enemies. Figuratively speaking, enemies would refer to any difficulty they had encountered during their leadership reign, may it be financially, physically or emotionally. The ancient Chinese military strategies in the 5th

century B.C. Sun Tzu in his book (2008) "The Art of War" said, "If you know the enemy and yourself, you need not fear the result of a hundred battles. If you know neither the enemy nor yourself, you will succumb in every battle." He believed that a leader must know his environment well through observation and seek for the truth. To observe and draw conclusion upon the knowledge of the environment is the leader's advantage against his opponents. Believing in this strategy, Sir Rusty admitted that as a leader, one needs to know important things to succeed. Taking higher perspective in leadership is a "must" since a leader needs to think critically about his next big decision. This belief is reflected in his statement, "So, if you know your enemy, you can defeat them well in a shorter time. So if I'm going to deal it, I would do it on a higher perspective of knowing what to do. As you approach the problem again, you will understand how are you going to attack it."

Sir Wil having a specific problem about the lacking chairs in school, he brought the attention to the involved party, and that is the parents. He said, "Last time pa nga conflicts with the parents regarding the issues of they will bring chairs. I called a meeting" (The last time we had conflict with parents was the issue of bringing chairs in school. I called a meeting) (personal communication, December 12, 2016).

To address the problem effectively, he admitted that he used the "art of war" in this particular trouble. He believed that to win against his enemies, he must know his enemies well. He quipped, "Art of War kinanglan makilala mo ang imo nga kontra para magdaog ka". (Art of War is important so that you can fully know your enemy. In that way, you will know how to defeat your enemy so that you will win).

Sir Wil and Sir Rusty's responses are also aligned with what Ma'am Julie said about knowing where to stand in the new environment and position. A leader must consider the culture he is facing. She said, "If you are new to that school, you have to be observant. You should weigh things and possibly be keen on the teachers. The culture of that school is different from your previous school."

Perceived Achievement of Neophyte School Leaders
Employing Strategies that Work

Sir Zen counselled that a leader must be knowledgeable enough about his teachers and the people he is working with. He expressed this view as, "…the advice that I can give you is dapat kilalahon mo guid ang taho, ang mga taho sa palibot mo, ang mga teachers mo" (…the advice that I can give you is you should know your people well, the people around you, and your teachers) (personal

communication, December 12, 2016).

The complete understanding of the school system complexities can be an advantage to neophyte leaders. It is similar to what Sir Wil's and Sir Rusty's perception on how to defeat the enemy. The 'enemy' is not necessarily a 'villain or menace' but more of an obstacle that leaders must hurdle like communication barriers, unrecognized school culture or disturbances in leadership.

The strategy of Sir Rusty in leading the school is to be able to understand the cause of a problem. In fact, it could be gleaned that he employed his experiences and past encounters with problems so that it would be easy to solve the next time. In his words, "making strategies that would… lessen the doubts of the thing that is very important. When you are done with the problem, as you approach the problem again, you will understand how are you going to attack it" (personal communication, December 13, 2016).

Ma'am Honey's strategy was different. When dealing with difficult persons, she didn't force them. Instead, she encouraged and supported them. She said, "Paano ko, like for example, may ara da sa aton nga emotionally down. So, paano ta 'ni sila i-deal? So, indi ta sia mapilit to be like this kind of person but to go with kung ina 'ya…by supporting them, support lang guid, as in support, encouraging him or her nga inspite of everything" (How can I deal with someone who is emotionally down? So how can I deal with it? So you cannot force this kind of person but…by supporting them, just give them support, encouraging him or her in spite of everything) (personal communication, December 13, 2016).

The strategy used by Sir Wil was feedback. He believed it was effective to check what's lacking and needed. He responded, "siguro ma-feedback lang kami and I will remind them that nga next time these are the flaws. So, kinanglan may... before sang activity…with their feedback after sang activity para everybody knows kon ano ang kakulangan" (I think we will have feedback and I will remind them next time that these are the flaws. So, there's a need…before the activity… with their feedback after each activity so everyone knows what's lacking) (personal communication, December 19, 2016).

Sir Zen advocated collaboration as a strategy to be used in schools. Thus he said, "to address this, dapat ang ginatawag "collaborative efforts" (There must be "collaborative efforts" to address it). Ma'am Linda also professed that principals must be generous to their teachers. She believed that whatever you do, it will send an echo. Doing good will not be in vain. Also, a strategy she implied was to appreciate people and having gratitude to all who helped you in the process. In fact, she said these words, "i-appreciate mo guid, give credit toward credit is due. Huo, amo guid na to kay nga-a. Remember these people who supported you in

your way" (you must appreciate them; give credit toward credit is due. Yes, that is the reason. Remember these people who supported you in your way) (personal communication, December 19, 2016).

Both instructional and affective teaching indirect strategies used by the coach educator promoted a positive learning environment to student-coaches (Mesquita, Coutinho, De Martin-Silva, Parente, Faria, & Afonso, 2015). These include questioning, giving autonomy for problem solving and responsibility to regulate the learning tasks development. In effect, these strategies promoted the awareness and the ability of student-coaches to explore alternative solutions and self-regulate their learning. Just like the mentioned coach educators, neophyte school leaders also used effective strategies to achieve their goals in leadership. Ma'am Honey used encouragement, investigating the cause of the problem was Sir Rusty's way, Sir Zen employed collaborative techniques while Ma'am Linda used appreciation as a good way to motivate teachers.

According to Sir Wil, training teachers was worthwhile advocacy as an assistant principal. He wanted to build their esteem and confidence as teachers in the field. As a hands-on leader, you might able to bring out the best in them one step at a time. In his account, "… kag gahambal guid sa ila amo ni mag-train, amo ni mag-ano… kag gina-appreciate man nila pero siyempre hambal ko na sa ila nga indi niyo pagpabalo nga assistant principal niyo naga-train sa inyo. At least, ma-boost man nila ang self nila"(…and then I was telling them, this how we train, you must do this…they also appreciate it but I see to it that they must not divulge to the public that I was the one who trains. At least, their self-worth was boosted) (personal communication, December 24, 2016).

Sir Rusty's legacy was looking after the welfare of the students and helping them received their diploma. Delighted, he said, "seeing that students can finish their studies and have a job." He added that these students who seemed to be problematic at first have their attachment to him after encouraging them to finish their studies. They even treated him as their father in school. He quipped, "…and now, they have their full job and then they called me 'Dad'. They chatted me and then said, "Sir Dad, we will be we will be going back to San Antonio, hope to see you" (personal communication, December 19, 2016).

Sir Zen believed that happiness was his barometer in telling whether there is fulfillment. Once happy, he was satisfied with was going on. He said, "Siguro in terms of achievement, once I am happy, I achieved something. If there is happiness, may ara achievement. Pero kun 'ti fulfillment, i-prove mo guid sa self mo kun happy ka mong. Pero kun indi ako happy, indi ako kuntento sa akon ubra, feeling of dissatisfaction, masiling mo nga daw may kulang" (Maybe

in terms of achievement, once I am happy, I achieved something. If there is happiness, there's achievement. But if we are talking about fulfillment, you have to prove to yourself that you are happy. But if I am not happy then I am not fulfilled when it comes to work, feeling of dissatisfaction, you can say that there's missing) (personal communication, December 19, 2016).
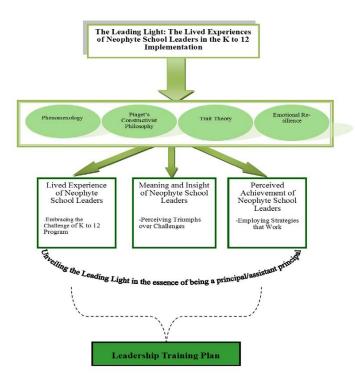
Ma'am Julie believed that doing a principal task which eventually can help teachers led to her fulfillment. In her words, "I think right now the teachers are happy with the teaching loads I have given them." For Ma'am Honey who was proud of being a pioneer assistant principal in Senior High School, every day she felt fulfilled because of the program, "…ang daily activities nga matapos sia, feeling ko fulfilled ko" (…the daily activities we accomplished, I felt fulfilled) (personal communication, December 21, 2016).

CONCLUSIONS

The new principals and assistant principals were not spared to any challenges of the K to 12 Program. These challenges that they needed to embrace included adjustments to their subordinates, school size and the operation which was new to them as leaders. It can be noted that leaders' understanding of the people and the challenges were part of their jobs as principals and assistant principals. As leaders, they perceived that they were triumphant in spite of the challenges they were facing by knowing how to face and handle the circumstances that came their way as leaders. The school leaders' perceived achievement was the things that they had accomplished through their hard work and ability. Each day, these leaders were given the opportunity to make a positive difference in the lives of their subordinates and students through their great roles as leaders.

In this study, some of the strategies used by neophyte leaders in leading the school were to be able to understand the root cause of a problem, encouragement and support to colleagues, feedback mechanism, collaborative strategy and being generous to teachers. The art of war in leadership also emerged. It knows how to defeat one's enemy. To observe and draw conclusion upon the knowledge of the environment is the leader's advantage against his opponents. Taking higher perspective in leadership is a "must" since a leader needs to think critically about his next big decision. Neophyte leaders admitted that they used the Art of War to win against his enemies and that they must know their enemies well. Accordingly, leaders must be knowledgeable enough about his teachers and the people he is working with. The perspectives that emerged included the goal of growth in which "promotion" is considered an achievement.

TRANSLATIONAL RESEARCH

Model of Lived Experiences of Neophyte School Leaders based on Cabatac's Study (2017)

Proposed Leadership Training Plan for Neophyte Principals and Assistant Principals

I. GENERAL INFORMATION:

Program Title:	**A Proposed Training Plan for Neophyte Principals & Assistant Principals**
Program Description:	Summer Training-Workshop and Learning Action Cell (LAC) session to address the priority needs of principals and assistant principals to enhance leadership and school governance in the K to 12 implementation.
Prerequisite Programs:	None

Duration:	5 Days equivalent to 40 hours formal Face To Face Training (F3) on enhancing leadership and school governance processes
Management Level of Program:	Division-wide
Delivery Mode:	The training plan workshop which includes F3 for all principals and assistant principals, mentoring, peer sharing, training and presentation of outputs
Target Personnel:	All neophyte Principals and Assistant Principals who have 2 years or less experience with date of appointment as reference
Resource material used to support the training sessions:	Modules, Handbooks, Code of Ethics for Teachers, Handouts, Books, Instructional Videos, Documentaries, Researches

II. RATIONALE:

The job of principal has changed dramatically. Neophyte principals are now expected to deal more on student achievement while still functioning their administrative and building manager duties. Usdan, McCloud and Podmostko (2000) in their study, pointed out that the today's principals had doubled their working time and many thought it is 'not doable."

Principal turnover adversely impacts schools. According to research, whenever there is a new principal, student achievement temporarily slow. Eventually, the impact is felt more at the most challenging schools. In these schools, the new principal is more likely to have less experience and be less effective than a new principal at a less challenging school (Seashore-Louis, Leithwood, Wahlstrom, & Anderson, 2010). Thus, a longer, more pronounced slowdown of achievement gains was evident.

Principals become more effective as they gain more experience. Principals become more effective with experience, especially in their first three years (Clark, Martorell & Rockoff 2009). It can also be noted that no matter how effective a principal was at his or her previous school, when he or she transfers to a new school it takes approximately five years to fully stabilize and improve the teaching staff as well as fully implement policies and practices to positively impact the school's performance (Seashore-Louis et al. 2010). Effective principals still make significant improvements in their first few years; however, their effectiveness definitely increases over time.

Republic Act 9155 provides the overall framework for school head empowerment by strengthening their leadership roles; and school-based management within the context of transparency and local accountability.

III. GENERAL OBJECTIVES

As the key areas that surfaced in the face to face interviews with the research participants, it is deemed necessary that a leadership training should be crafted. All neophyte principals and assistant principals are enjoined in the said training to address the important skills and knowledge essential for their growth. The following are relevant areas for their learning:

General Objectives:

At the end of this 5-day training-workshop, the participants will be able to:
1. gain insights and learning on appropriate adjustment strategies during the period of neophyte principalship;
2. acquire necessary skills in dealing with subordinates professionally; building strong relationship; collaborating with stakeholders;
3. obtain knowledge on K to 12 implementation approaches;
4. upgrade understanding on inquiry-based leadership and how it helps novice school leaders;
5. apply coping mechanism strategies in a context-based role play.

End of Training-Workshop Outputs

- Updated insights and knowledge on adjustment strategies for neophyte principals and assistant principals
- Acquired content knowledge on the code of ethics for professional teachers
- Updated awareness on collaboration techniques
- Obtained information and updates on approaches to curriculum implementation
- Upgraded and updated knowledge on the Inquiry-based leadership
- Applied coping mechanism strategies in a context-based role play

IV. PROGRAM CONTENT FOCUS - CONTENT MATRIX

Day	Objectives	Content	Suggested Activity/Description of Methodologies	Duration	Expected Outputs
FORMAL FACE TO FACE (F3)					
Day 1	To enhance knowledge in the adjustment strategies for neophyte principals & assistant principals	Adjustment Strategies	Lecture/ Small Group Discussion	7.5 Hours	• Updated knowledge on adjustment strategies for neophyte principals and assistant principals
Day 2	-To enhance KSAs on code of ethics for professional teachers in their professional dealings with subordinates -To enhance knowledge on collaboration techniques for neophyte leaders	Code of Ethics for Professional Teachers in their professional dealings with teachers; building strong relationships; collaboration technique	Lecture/ Small Group Discussion	7.5 hours	• Updated knowledge on the code of ethics for professional teachers • Updated knowledge on collaboration techniques
Day 3	To enhance knowledge in K to 12 Implementation	K to 12 program Implementation Approaches	Lecture/ Small Group Discussion	7.5 hours	• Obtained information and updates on approaches to curriculum implementation
Day 4	To develop content knowledge on Inquiry-based Leadership	Inquiry-based Leadership	Lecture/ Small Group Discussion	7 hours	• Upgraded and updated knowledge on the Inquiry-based leadership
Day 5	To revisit the coping mechanisms for physical and mental stress	Coping Mechanisms for Physical and Mental Stress	Lecture/ Small Group Discussion Lecture/ LAC Session	7 hours	• Applied coping mechanism strategies in a context-based role play

V. ACTIVITY SCHEDULE

TIME	DAY 1 (Monday)	Day 2 (Tuesday)	Day 3 (Wednesday)	Day 4 (Thursday)	Day 5 (Friday)
8:00 – 8:30	Arrival & Registration	MOL	MOL	MOL	MOL
8:30 – 9:00	Opening Program	Professional Dealings: Code of Ethics for Professional Teachers

Building Strong Relationships | K to 12 Program Implementation Approaches | Inquiry-based Leadership | Coping Mechanisms for Physical and Mental Stress |
9:00 – 12:00	Program Engagement				
12:00 – 1:00	LUNCH BREAK				
1:00 – 1:30	MOL	MOL	MOL	MOL	Closing Program
1:30 – 4:00	Adjustment Strategies	Collaboration Techniques	K to 12 program Implementation Approaches	Inquiry-based Leadership	
4:00 – 5:00					

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