Managing Effective Schools
THE SBM EXPERIENCE

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SBM PROVIDED CREATIVE AND PRACTICAL AVENUES FOR CHANGE

- an impetus for academic turn-around
- synchronized the energies/efforts of or created SYNERGY among the efforts of various stakeholders working for the improvement of the academic standing and physical conditions
- aligned school objectives with national goals
- formalized, enhanced, and strengthened processes that are already existing
SUSTAINING THE POSITIVE RESULTS OF SBM

- Need to enhance the mental, physical, spiritual, and social capabilities of the child
- To achieve this, standards that characterizes effective schools should be met
- Comply with evaluation system that identify and improve school effectiveness and foster excellence
- Accreditation
MODELS OF MEASURES OF QUALITY AND EXCELLENCE

• DepED Standards
• Education Criteria for Performance Excellence
DEPED STANDARDS OF EXCELLENCE
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• Focused on generic requirements to improve efficiency of communication
• Directed towards outcomes
• Foster higher expectation, knowledge generation, information sharing, and cooperative/individual learning
• Anchored on sound theories and principles of teaching, learning and management
• Support existing laws and policies
CHALLENGING SCHOOLS TO STRIVE FOR EXCELLENCE

• Provide performance standards for pupils, teachers, and staff
• Develop a standard-guided system to assess the schools
• Establish incentive system
• Encourage self and peer monitoring and evaluation
• Promote advocacy and social mobilization for quality education
ACHIEVING PERFORMANCE EXCELLENCE

- Learners who are excelling; and are value-laden, critical thinkers, productive and creative, highly motivated and actively involved in the school and community activities

- School heads and teachers who have clear understanding of the objectives of the school and the needs of the learners

- School heads and teachers who are highly motivated to grow personally and professionally
ACHIEVING PERFORMANCE EXCELLENCE

- Programs that provide rich learning opportunities
- Programs and services that enhance the teaching-learning process
- Goals that are periodically set and examined
- Schools with high public confidence
- Schools with active partnership with the community
FIVE COMPONENTS

• the SCHOOL HEAD
• the LEARNER
• the TEACHER
• CURRICULUM and INSTRUCTION
• the SCHOOL PLANT, FACILITIES, and SERVICE
THE SCHOOL HEAD

• ADMINISTRATIVE MANAGEMENT
  • action plans connect with school purpose
  • relationship with staff and community
  • time, fiscal, staff resources allocation

• INSTRUCTIONAL LEADERSHIP
  • Actions that enable teachers focus on desired pupil performance and instruction
THE LEARNER

• Literate Individual
• Critical Thinker and Problem Solver
• Productive Individual
• Socially Responsible Individual
THE TEACHER

• Mastery Of Subject Matter
• Teaching Skills
• Classroom Management
• Evaluation Skills
• Professional and Interpersonal Skills
• Public Relations
CURRICULUM AND INSTRUCTION

• Curriculum
• Instruction
• Evaluation
• Instructional Support Materials
SCHOOL PLANT, FACILITIES, AND SERVICES

- School Grounds
- Physical Facilities
- Furniture, Facilities, and Equipment
- Support Services
EDUCATION CRITERIA FOR PERFORMANCE EXCELLENCE
WHAT IS PERFORMANCE EXCELLENCE?

refers to an integrated approach to organizational performance management that results in:

• delivery of ever-improving value to customers and stakeholders, contributing to organizational sustainability;
• improvement of overall organizational effectiveness and capabilities; and
• organizational and personal learning.
Education Criteria for Performance Excellence

Organizational Profile:
Environment, Relationships, and Challenges

1. Leadership
2. Strategic Planning
3. Customer Focus
4. Measurement, Analysis, and Knowledge Management
5. Workforce Focus
6. Process Management
7. Results
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BASIC COMPONENTS

- Leadership
- Strategic Planning
- Customer Focus
- Measurement, Analysis, And Knowledge Management
- Workforce Focus
- Process Management
- Results
LEADERSHIP

- how the school head’s personal actions guide and sustain the school operations
- how the organization fulfills its legal, ethical, and societal responsibilities and supports its key communities
- achieving sustainable organization
STRATEGIC PLANNING

- how the school develops strategic objectives and action plans
- how objectives and actions plans are deployed and changed, if needed
- how progress are measured
CUSTOMER FOCUS

- how the school engages its students and stakeholders for long-term endeavors and success
- how the school builds a student- and stakeholder-focused culture
- how the school listens to its customers and uses this information to improve and identity opportunities for innovation
MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

- how the school selects, gathers, analyzes, manages, and improves its data, information, and knowledge assets
- how the school manages information technology
- how the school reviews and uses reviews to improve its performance
WORKFORCE FOCUS

- how the school engages, manages, and develops workforce to utilize its full potential in alignment with overall mission, strategies, and action plans
- how the school assess workforce capability and capacity needs and to build a workforce environment conducive to high performance
PROCESS MANAGEMENT

- how the school designs its work systems and how it designs, manages, and improves its key processes for implementing those work systems to deliver student and stakeholder value and achieve organizational success and sustainability
RESULTS

- how the school performs and improves in all key areas: student learning outcomes, customer-focused outcomes, budgetary, financial, and market outcomes, workforce-focused outcomes, process effectiveness outcomes, and leadership outcomes
IMPORTANCE OF EDUCATION CRITERIA

- Help improve performance practices, capabilities, and results
- Facilitate the documentation and sharing of best practices
- Serve as a working tool for understanding and managing performance and for guiding school planning and opportunities for learning
Addressing All The Criteria is NOT Easy

BUT CAN - -

• help school heads think and act strategically
• align processes and resources
• engage teachers, students, and stakeholders
• help decide on approaches to improve student achievement, communication, productivity, and effectiveness
• help achieve strategic goals
THANK YOU

and may this be a challenge for all of you to continue striving for excellence in education.