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**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

Fostering Transformational Instructional Leadership vis-à-vis
**Recalibrated Hamline Plan through
Assimilated Habermasian Public
Spheres**



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Introduction



Education Leaders

Instrumental in providing quality instruction - instructional leader (Lochmiller & Cunningham, 2019)



Driven by their mental model and strategies (Zuckerman & O'Shea, 2020).

Introduction

“ Yet, it promotes universality in governing educational institutions

“knowledge and consultative skills”
(Lochmiller & Cunningham, 2019)



Education Leaders

Introduction

Shared Leadership

teachers and administrators to collaborate on school demands for teachers

Transformative Leadership

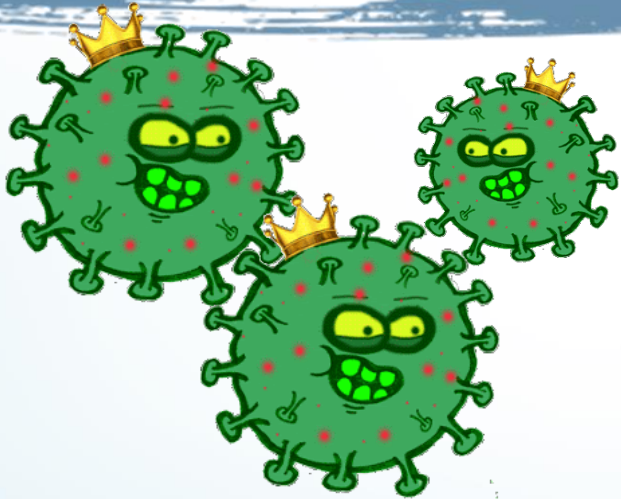
emphasizes an organization's dedication to a common objective and the greater good

Integrated Instructional Leadership

(Hitt & Tucker, 2015)



Introduction



COVID-19
Pandemic



the new normal



Encouraged integration
(Fluck 2010 as cited in Pecay, 2017)

Education Constructs
(Cavus & Alhih, 2014)

Teaching & learning process
(Mercado et al., 2019)

Research Gap 1

It is evident, then, that performative expectations, such as assessment, curricular enactment, and teaching practice, are increasingly influencing teachers' work and learning (Hardy, 2017).

Hence, it is in this time of the academic demand to propose a recalibration of the instructional leadership and capitalize on its transformational facet.

Theoretical Underpinnings

Hamline Plan

(Davenport, 2004)

For the Liberal Arts

(Writing)

MENTORING

MODELING

MONITORING

Public Sphere

Jürgen Habermas in
1964

communicative actions
in it for all people to
deliberate unreservedly
for better understanding
and attaining a
common goal
(Hardy, 2017)

Theoretical Underpinnings

Public Sphere



While teachers have been part in multiple public spheres in school settings (Reid and Thomson, 2003) , less is known on public spheres of teachers' practice (Hardy, 2017) not to mention the need to involve the teachers in school protocols, policies, and practices that enable them to exercise their discursive rights to participation (Martin, 2016).

Research Gap 2


Hamline Plan is yet to be explored in leadership practice that highlights quality instruction among teachers as a cycle.



Contrary to the traditionally passive role of teachers in the teaching performance assessment, integration of the Habermasian public spheres emphasizes the necessity to depart from this norm in the academe. It is further supported by Martin (2016) underscoring that such norms must be evaluated against real-life participants with a variety of opinions who all respect the rights of others to participate.



Research Objective



Hence, it is the goal of the study to contextualize the Hamline Plan as a cycle instead of a linear process in the teacher performance assessment while assimilating Habermasian public spheres in each phase to promote transformational instructional leadership.

Research Methodology

Autoethnography



observational and reflexive research method (Paulos, 2021)

maximizes the author's subjective nature and reflexive examination as ethnographic data (Bochner and Ellis, 2016)



Data Sources



merged the concepts of the Hamline Plan and Public Spheres by Habermas



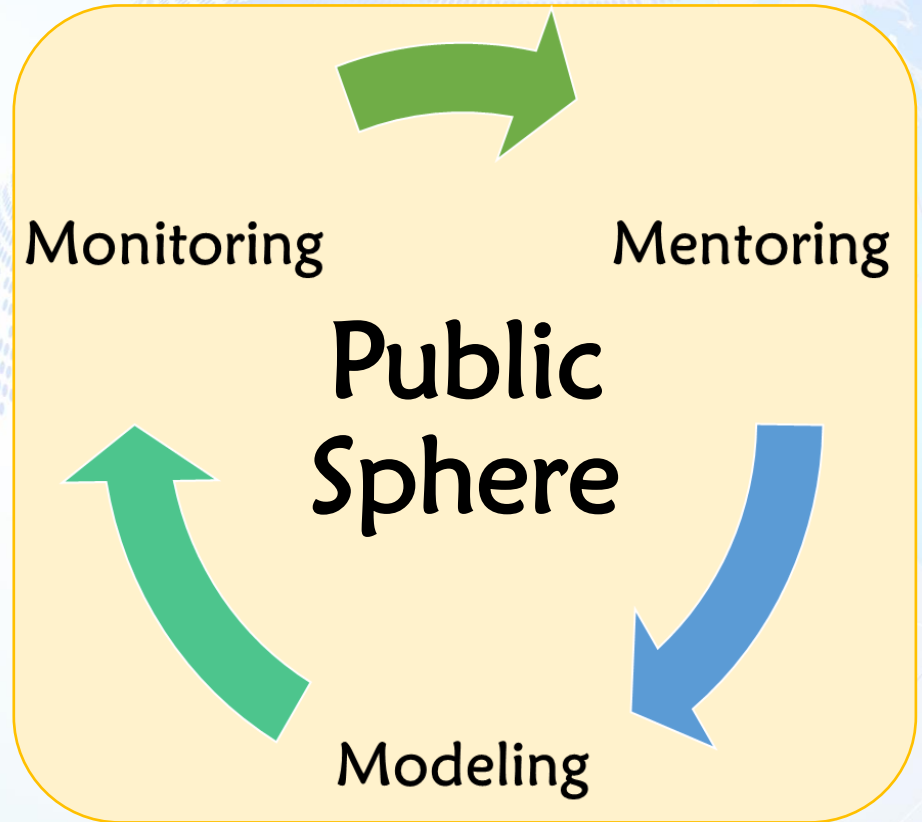
emerged from the personal observation and experiences of the author as a teacher and as an instructional leader aiming to ameliorate the involvement of teachers in the teaching performance assessment.



Results and Discussion

Context
Teacher Performance
Assessment

Hamline Plan



Results and Discussion



Mentoring

dynamic needs of students
call for adaptive and
responsive changes in
teaching practices with
heightened accountability
despite challenging
environments
(Keiler et al., 2020)



1. Presentation of expectations in teacher performance
2. transformational leaders starts mentoring by:
 - a. Hearing the insights of the teachers
 - b. Clarify points
 - c. Meeting halfway
3. Arrive at an initial draft of the modified tool



Results and Discussion



Modeling

expected from a department chair to be a person who is at least credible enough to lead a community of educators through example. By displaying dedication, leading by example creates a significant precedent (Boiral et al., 2015).

1. The leader models the expectations
2. Teachers to observe and air out:
 - a. Points for improvement
 - b. Feasible to their setup
 - c. Contextualized in their field

This highlights the importance of **deliberation during the pilot-testing before any administration.**

Results and Discussion

Monitoring

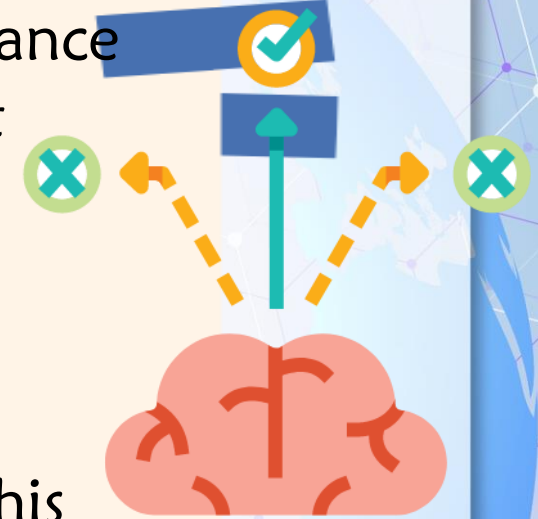


the initially
deliberated
assessment material
to be put into
action



1. Check if key performance indicators are present
2. Post-conference shall follow
3. Teachers share their experience

Discursive actions, at this point, can trigger possible modifications of the tool, hence, starting the cycle again of the contextualized Hamline Plan



Conclusion

- ❑ It offers to contribute to putting into practice a vision for a transformational leader who “...goes beyond the traditional mode of direct control, reward, and punishment to delivering changes in the organization through motivation and inspiration” (Zhang & Tan, 2021).
- ❑ This addresses the gap of the usually passive role of teachers in their performance assessment using common standards that can limit consultative skills of both parties.

Recommendation

- Being an instrumental solution, it is recommended for this proposal to be rolled out and to undergo cycles of implementation to possibly promote transformational instructional leadership in the country.

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Thank you so much!



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