



FOSTERING TRANSFORMATIONAL INSTRUCTIONAL LEADERSHIP VIS-À-VIS RECALIBRATED HAMLINE PLAN THROUGH ASSIMILATED HABERMASIAN PUBLIC SPHERES

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ABSTRACT

Instructional leaders' mental model of leadership and its implementation are of such importance in augmenting the quality teaching and learning process. Assessing and monitoring teacher development are embedded in their practices. Yet, less is proposed on resolving the usually passive role of teachers in their performance assessment using common standards that can limit consultative skills of both parties. Hence, the current study aims to contextualize the Hamline Plan originally used in teaching the liberal arts with integrated Habermasian Public Spheres to exemplify discursive action between teachers and instructional leaders in the assessment process using an autoethnographic research design. Thus, this proposed solution is recommended to be rolled out and to undergo cycles of implementation to possibly promote transformational instructional leadership in the country.

Keywords: Mentoring, Modeling, Monitoring, Teacher Assessment, Transformational Leadership