

Filipino Instructional Leaders' Reflective Inquiry Practices In Selected Public Schools In The Division Of Manila

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ABSTRACT

According to Baecher, Graves, & Ghailan (2018), the instructional leader's supervision is a pedagogical skill set that can be advanced through reflective practice similar to teacher development. Reflective inquiry engages individuals in specific investigations to resolve puzzles or troubling and problematic situations (Lyons, Halton, & Freidus, 2013). Anchored on the theories of the model of inquiry by John Dewey (1938) and reflective practice cycle by York-Barr, Sommers, Ghere, and Monthie (2016), the study aims to explore the reflective inquiry practices of the instructional leaders and determines the extent to which instructional leaders practice their reflective inquiry. The study also identifies the significant difference in the respondents' reflective inquiry practices based on their personal profile.

Keywords: Instructional leaders, Reflective Inquiry, and Reflective Practice