A Regional Competency Framework for Excellent School Leadership

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Southeast Asian Ministers of Education Organization

Established in November 30, 1965
SEAMEO Member Countries

- Brunei
- Cambodia
- Indonesia
- Lao PDR
- Malaysia
- Myanmar
- Philippines
- Singapore
- Thailand
- Timor Leste
- Vietnam
SEAMEO Associate Member Countries

Australia
Canada
France
Germany
Netherlands
New Zealand
Spain
SEAMEO Regional Centers

EDUCATION

HEALTH

AGRICULTURE & ENVIRONMENT

- Community
- Nutrition
- Microbiology, Parasitology and Entomology
- Public Health
- Network Coordinator
SEAMEO INNOTECH

Southeast Asian Ministers of Education Organization
Regional Center for Educational Innovation
& Technology
Location

Commonwealth Avenue, Diliman, Quezon City, PHILIPPINES
Background

• SEAMEO INNOTECH was officially established in the Philippines on January 1970

• SEAMEO INNOTECH is an organization engaged in providing educational solutions for Southeast Asia

• Provides training and research programs in the fields of education, science, and culture
• An ISO-certified institution that looks at continuing improvement as the only way to keep pace with the changes in the education market locally and in the whole region (ISO 9001, ISO 29990)
Why Develop the Competency Framework?

- To promote a common standard of performance among school heads across SEA
- As SEAMEO INNOTECH’s, MOEs’ and other training service providers’ basis in developing training activities
- As a guide for school heads’ professional development targets
Process for Developing School Head Competency Standards in Southeast Asia

Consultative workshops with –

✓ ministries of education and other concerned ministries,
✓ foreign/local experts
The competency framework journey
Competency Framework for Southeast Asian School Heads

(Developed for the LEARNTECH Multi-modal Flexible Learning Action Research Project: LEARNTECH eXCELS)

Developed in June 2003
12 Major Competency Strands

106 Enabling Competencies
February – October 2013

- Focus Group Discussions
- Regional Workshops
Focus Group Discussions

Using the Appreciative Inquiry approach, stories and experiences were harvested to identify the competencies of an excellent school head in Southeast Asia.
Step 1: Participants accomplish the workshop protocol individually

Step 2: The facilitator divides the participants into groups of three (3) to four (4) members

Step 3: Each participant shares his/her answers to questions 1, 2, and 3 to the members of the group. From there, the group chooses the most compelling story told.

Step 4: The participant with the most compelling story presents it in the plenary.

Step 5: Each group would then discuss answers to question number 4 and decide the three most important competencies of a school head.

Step 6: The group writes the three competencies in metacards (One competency, one metacard) and posts them on the wall.

Step 7: Each group defines the competencies in the plenary by describing the behaviors/actions of school heads possessing the competencies. The facilitator helps process the answers.

Step 8: The participants are invited to stand-up and view all the competencies on the wall and rearrange them into categories.

Step 9: The facilitator asks the participants to rank the categorized competencies according to:
- The most important for the school head
- The most frequently applied
- Amount of training needed
Participants

- School heads
- Stakeholders:
  - Teachers
  - Students
  - Parents
  - MOE Officers
  - Education Experts
## Distribution of Participants per Country

<table>
<thead>
<tr>
<th>Country</th>
<th>School Head</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei Darussalam</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Cambodia</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Indonesia</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Lao PDR</td>
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<td>16</td>
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<tr>
<td>Malaysia</td>
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<td>12</td>
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<td>Philippines</td>
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<td>16</td>
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<tr>
<td>Singapore</td>
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<td>Thailand</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Vietnam</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>117</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>
INSTRUCTIONAL LEADERSHIP
Leading curriculum implementation and improvement
Creating a learner-centered environment
Supervising and evaluating teacher’s performance
Delivering planned learning outcomes

STRATEGIC THINKING AND INNOVATION
Charting the strategic direction of the school
Making informed decisions
Leading change and innovation

MANAGERIAL LEADERSHIP
Managing school resources and systems
Managing staff performance
Managing sustainable school programs and projects

PERSONAL EXCELLENCE
Managing personal effectiveness
Acting on possibilities and challenges
Pursuing continuous professional development

STAKEHOLDER ENGAGEMENT
Promoting shared responsibility for school improvement
Managing education alliances and networks
Sustaining collaborative relationships with stakeholders
5 Core Competencies
16 General Competencies
42 Enabling Competencies
170 Indicators
Next Steps

- Development of a user’s guidebook in English
- Promotion and dissemination of the English Version
- Translation to 6 Languages (CLMVT)
- Promotion and dissemination of the CLMVT versions
Lessons Learned

1. More commonalities exist than differences among the nine (9) SEA countries in terms of competencies that high performing school heads demonstrate and apply in the work place.

The most striking commonality is the emphasis on personal excellence and the ability to foster strong relationships.

The most noteworthy source of difference is the competency related to accessing financial resources for the improvement of the school.
Lessons Learned

2. Adopting the appreciative inquiry approach and capitalizing on the stories of the participants enabled the distilling of school head competencies based on their lived realities and not on what participants believe are givens and “must be’s”.
The Competency Framework does not replace but complements existing national competency standards.

Developing and enhancing these competencies will result to becoming a high performing school head in Southeast Asia.
Thank you