

Leadership Coaching Competencies of Public Secondary School Heads

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Abstract – This study was conducted to assess leadership coaching competencies of public secondary school heads in Pangasinan. The public secondary school heads in Pangasinan is dominated by females. Majority of them are in the age range of 46-55 and are married. Most of them have a promising professional growth as manifested by their post-graduate degrees. Further, most of them have short years of service and are exposed to seminars related to leadership coaching. Public secondary principals have high degree of manifestation on leadership coaching competencies and highly utilize leadership coaching techniques. The degree of manifestation of leadership coaching competencies of public secondary principals in Pangasinan has no correlation to their profile variables.

Keywords – Leadership coaching, coaching competencies, secondary school principals

INTRODUCTION

Leadership coaching is defined in several ways. It is defined as an individualized process that builds a leader's capability to achieve short- and long-term organizational goals (Nextlevelleadershipcoaching.com, 2014). Leadership coaching is also referred to as a developmental process where a leader gets tailored help from a coach to help them achieve a goal and become a more effective leader (Gounis, 2018). On the other hand, leadership coaching is a collaborative, individualised relationship between a leader and the coach — the leader could well be an executive, manager, supervisor, team leader or business owner for example — anyone in charge or responsible for a group of people (Leadership Coaching, n.d.).

When a leader happens to be almost perfect and manifested with all the desired knowledge, resources and technical excellence to attain the intended outcome, but failed to make a difference in general, additional training and seminars are not the solution. The said leader may need something that is more likely personal and involved — leadership coaching.

In the Philippines, school heads are among professionals who exercise the principles and values of leadership coaching. There are coaching and mentoring programs being utilized in several schools. Ateneo de Manila University's School of

Government established a distinct program for coaching and mentoring for their teachers. The program is said to be a separate mode of instruction for a more focused style of teaching. The aim of the program is to fast track the knowledge of the learners by conducting interactive sessions with teachers who are experts in different fields. The program also adapts to the learners' pace to ensure the retention of knowledge (Ateneo de Manila University, 2012).

In addition, the program uses a variety of learning strategies and modalities which includes face-to-face encounter, scheduled field meetings, inputs by the teacher, regular follow-up via electronic emails, web conference, phone call conversations and discussions, participation in group discussions or synonymous learning activities, and consistent processing of learning experiences with the assigned teacher.

In terms of the benefits of leadership coaching, it includes providing support to leaders in developing cohesive plans and sustaining the laser-like focus needed to move all stakeholders in the right direction and supporting leaders in establishing and reinforcing evidence-based processes and levers that will improve teaching and learning in schools and/or across districts (Colbertson, 2017).

To keep and grow effective school leadership, it's important to put coaching within the context of a larger set of wrap-around

School Leader Coaching Competencies A Research Synthesis

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School Leader Coaching Competencies A Research Synthesis:

Handbook of Research on the Education of School Leaders Michelle D. Young, Gary M. Crow, 2016-08-19 The Handbook of Research on the Education of School Leaders brings together empirical research on leadership preparation and development to provide a comprehensive overview and synthesis of what we know about preparing school leaders today With contributions from the field's foremost scholars this new edition investigates the methodological foundations of leadership preparation research reviews the pedagogical and curricular features of preparation programs and presents valuable insights into the demographic economic and political factors affecting school leaders This volume both mirrors the first edition's macro level approach to leadership preparation and presents the most up to date research in the field Updates to this edition cover recent state and federal government efforts to improve leadership in education new challenges for the field and significant gaps and critical questions for framing researching evaluating and improving the education of school leaders Sponsored by the University Council of Educational Administration UCEA this handbook is an essential resource for students and scholars of educational leadership as well as practitioners policymakers and other educators interested in professional leadership

From Policy to Practice Karen L. Sanzo, 2014-08-01 The School Leadership Program SLP is a federal grant sponsored by the United States Department of Education A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders These collaborative efforts involve community and educational stakeholders including districts universities city agencies not for profit entities foundations private academic organizations and others involved in the development of school leaders Since its inception in 2002 over one hundred grants have been funded This edited book's purpose is to share innovative research based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development especially around the issue of sustainability of these practices upon completion of the grant SLP Grantees share practical usable lessons learned from their experiences with the grants based on their research project data and practical experience

Developing School Leaders in the Pacific Narsamma Lingam, Govinda Ishwar Lingam, 2023-08-31 This book provides detailed insights on the training and development for Pacific Island school leaders It draws extensively on original empirical research that explores school leaders' perceptions of how leadership and management training impacted their professional practices and how these practices in turn impacted the dynamics of school operations This book addresses a critical need to understand how to support leadership development for all Pacific schools but especially in schools that are faced with the increasing challenges of learning and teaching conditions In small island developing states in the Pacific region school leaders face a myriad of challenges due to limited human and material resources and a fragile economic base

Written by Pacific Islander authors this book provides insights from different countries in the Pacific Islands It shows how contextual challenges can exert enormous pressure on school leaders who are leading and managing schools without any leadership preparation Given the importance of effective leadership practices and its impact on student learning outcomes this book aims to be a source of reference for practitioners and educational authorities who have a vested interest in the provision of quality education in the Pacific region and beyond *Handbook of Social and Emotional Learning* , SAGE *Handbook of Mentoring and Coaching in Education* Sarah Fletcher,Carol A Mullen,2012-03-22 The knowledge base about mentoring and coaching in education has grown considerably worldwide in the last decade The very many definitions of mentoring and coaching demand an evidence base to assist with understanding the convergence and distinctions between these concepts and with situating them in relation to learning This Handbook is a leading source of ideas and information It covers national and international research on schools higher education and disciplines within and beyond education The editors draw together contributions and present evidence bases and alternative worldviews in which concepts are both untangled and substantiated Unique in its coverage this handbook maps current knowledge and understanding values and skills underpinning educational mentoring and coaching for learning Contributors who are leading scholars and practitioners address issues of theory and practice in school higher education and other educational contexts and they set out practical applications of coaching and mentoring for practitioners and researchers Contributors also address social justice issues such as those involving traditional and technical forms of mentoring and coaching democratic and accountability agendas and institutional and historical patterns of learning The SAGE Handbook of Mentoring and Coaching in Education is an essential reference for practitioners researchers educators and policymakers Dr Sarah J Fletcher is an international Educational Research Mentoring and Coaching Consultant and she convenes the Mentoring and Coaching SIG for the British Educational Research Association Carol A Mullen is Professor and Chair Educational Leadership and Cultural Foundations Department at The University of North Carolina at Greensboro North Carolina USA *Strategies for Developing and Supporting School Leaders* Karen L. Sanzo,2016-03-02 *Strategies for Developing and Supporting School Leaders* assists personnel in school districts to deliver appropriate development and support practices for aspiring and current school leaders This book explores a variety of research based and best practice processes that can be implemented in school districts to prepare leaders to meet the technical and adaptive demands of school leadership and the needs of a diverse student population Sanzo lays out a cohesive framework of key processes and activities that range from the very simple and immediately implementable to the more complex and nuanced Providing both the how and why this important resource shares ideas strategies tools and systems to develop effective and meaningful professional learning opportunities to help promote highly effective schools and districts **Resources in Education** ,1993 **Academic Leadership** Marmar Mukhopadhyay,2023-03-28 This book provides contemporary knowledge on school effectiveness and proposes strategic interventions for enhancing it It focuses on

improving academic leadership for enhancing the effectiveness of schools and discusses how national education policies are helpful in providing a vision towards improving school effectiveness. It highlights the role of teachers as academic leaders in the implementation of policy recommendations at school and classroom levels. It offers methods and mechanisms for academic leaders to measure the learning of students for school assessment. The author also discusses how academic leadership involves creating a vision and mission based on science and research data for the organisation inspiring innovation and creative ideas developing teamwork and a safe environment for staff to express their views. While providing an understanding of school as an organization the volume outlines its management functions such as processes and quality of planning management of curriculum learner evaluation institutional networks and human resource management among others. The volume is a guidebook for training and capacity building for school level practitioners and leaders in education management. Embedded with real life cases and episodes this volume will be of interest to teachers students and practitioners of education management and education management. It will also be useful for academicians educationalists practitioners management professionals educational leaders and policymakers.

Social Competence in Developmental Perspective B.H. Schneider, Grazia Attili, Jacqueline Nadel, Roger P. Weissberg, 2012-12-06 What determines the focus of a researcher's interest the sources of inspiration for a study or the variables scrutinized? If we were to examine the antecedents of these decisions they would surely emerge as accidents of circumstance the personal experiences of the researcher the inspiration of early mentors the influence of contemporary colleagues all tempered by the intellectual currents that nurture the researcher's hypotheses. Among the accidents that mold the careers of researchers is geographic location. The culture in which a research program emerges helps determine both its very subject and its method. The primary purpose of this book is to assist those interested in the scientific study of children's social competence in transcending the boundaries imposed both by geography and by selective exposure to the highly diverse schools of thought that have led to interest in this field. Most of these ideas were presented and exchanged at an Advanced Study Institute entitled Social Competence in Developmental Perspective held in Savoie France in July 1988. This Institute was attended by scholars from France England Northern Ireland Germany Italy Norway Spain Portugal Netherlands Canada the United States and Brazil. Those who participated will recognize that the metamorphosis from lecture to chapter has necessitated many changes. In order to accommodate the reader who may be unfamiliar with the field more attention has been paid here to identifying the theoretical contexts of the research described.

Handbook of Autism and Pervasive Developmental Disorders, Volume 2 Fred R. Volkmar, Sally J. Rogers, Rhea Paul, Kevin A. Pelphrey, 2014-02-21 The latest and most comprehensive resource on autism and related disorders. Since the original edition was first published more than a quarter century ago The Handbook of Autism and Pervasive Developmental Disorders has been the most influential reference work in the field. Volume 2 of this comprehensive work includes a wealth of information from the experts in their respective specialities within the larger field of autism studies.

Assessment Interventions and Social Policy Perspectives Within the three sections found in Volume 2 readers will find in depth treatment of Screening for autism in young children diagnostic instruments in autism spectrum disorders ASD clinical evaluation in multidisciplinary settings assessing communications in ASD and behavioral assessment of individuals with autism including current practice and future directions Interventions for infants and toddlers at risk comprehensive treatment models for children and youth with ASD targeted interventions for social communication symptoms in preschoolers with ASD augmentative and alternative communication interventions for challenging behaviors supporting mainstream educational success supporting inclusion education promoting recreational engagement in children with ASD social skills interventions and employment and related services for adults with ASD Supporting adult independence in the community for individuals with high functioning ASD supporting parents siblings and grandparents of people with ASD and evidence based psychosocial interventions for individuals with ASD Special topic coverage such as autism across cultures autism in the courtroom alternative treatments teacher and professional training guidelines economic aspects of autism and consideration of alternative treatments The new edition includes the relevant updates to help readers stay abreast of the state of this rapidly evolving field and gives them a guide to separate the wheat from the chaff as information about autism proliferates

Formation and Development for Catholic School Leaders: The principal as educational leader Maria J. Ciriello,1998-04 Addresses seven competencies in leadership and nine in curriculum and instruction Includes more than 150 sources in the bibliography *The Canadian Administrator* ,1985 *Reframing the Game: The Transition to a New Sustainable Economy* Mike Townsend,Katrin Muff,2023-05-09 Capitalism is fast approaching the tipping point into a new sustainable economy that will allow people and the planet to prosper Pieces of a jigsaw are coming together and bringing into focus a picture of a new vibrant attractive and sustainable economic operating system This quiet revolution is underway if we could only allow it to flourish This Special Issue of Building Sustainable Legacies brings together key voices in business and academia that show us how to accelerate towards this tipping point by exploring the role that business in society responsible education leadership techniques and legal reform will have in shaping the new sustainable economy Including contributions from Paul Polman Katrin Muff Beate Sjaafjell and Gabriele Zedlmayer this outstanding collection proposes leading insights and innovative solutions to the challenge of creating new economies that work for people and the planet **Developing Educational Leadership** Lesley Anderson,Nigel Bennett,2003-09-25 The papers in the book make a very useful and stimulating contribution to the current debate about evidence informed practice in relation to developing educational leadership Journal of In Service Education This is a very worthwhile book with unusually something for different dispositions Reading it is like attending a research conference an activity restricted to a fortunate few For those who have never attended one put this on your bookshelf I would recommend that it takes a prominent place on reading lists for masters courses in educational leadership Mervyn Flecknoe Leeds Metropolitan University Evidence Informed Policy and Practice EIPP has

emerged as an important concept The availability and growing interest in evidence alongside pressure for improved public services have made it a key component of the government s modernization agenda It is relevant to all parts of the public sector to education and specifically to educational leadership Successful educational leadership is regarded as an essential factor in raising educational standards In this book the editors have drawn together key figures in the field of EIPP to introduce its role in informing educational leadership with the aim of improving learning and teaching The EIPP approach is considered both for structuring research studies and for the analysis of the data generated Relevant examples are also provided to inform the current debate This book is important reading for educational professionals policy makers practitioners and students

Online World Language Instruction Training and Assessment Carmen King Ramírez,Barbara A. Lafford,James E. Wermers,2021-09-01 This new guide provides a much needed critical pedagogical approach to computer assisted language learning CALL teacher education CTE By combining best CTE training and evaluation practices with assessment tools to address all facets of learning online the authors explain how teachers can use technology to build successful online programs

Resources in education ,1992-07

Teaching and Time Poverty Greg Thompson,Anna Hogan,2024-12-04 As teacher shortages reach a global crisis point this book explores how time poverty has become a critical factor in the working lives of teachers and school leaders Arguing that we need to move away from framing the problem of teachers work as simply workload this book suggests that understanding time poverty is the first step in moving toward more manageable working lives The book brings together international perspectives on teacher time poverty drawing on theoretical and empirical work to underscore the growing complexity of teachers work and how this impacts job satisfaction stress and feeling that there is never enough time to accomplish all that needs to be done Many policy solutions misdiagnose the problems of teachers work simply suggesting it is an issue of workload The chapters investigate issues of work intensification finding that teachers are not only working longer but also working harder as they manage more complex classrooms and policy mandates This book is essential reading for those interested in understanding how current education policy both produces time poverty and could better identify and respond to the complexities of teachers work

School Inspectors Jacqueline Baxter,2017-04-10 This book examines the role of the inspector within the context of a number of OECD member states and explores the ways in which the inspectors themselves interpret implement and influence inspection practices and policy Inspection policy can have various unintended consequences some of which produce radical discrepancies between the policy intent and its implementation A number of these discrepancies derive from the way in which the policy is articulated while others derive from the ways in which inspectors interpret and operationalise this policy This implementation is coloured and conditioned by several factors including the evidence on which inspectors base their judgements what counts as evidence in different policy contexts what counts as valid knowledge in inspection processes the qualities needed by inspectors working in differing policy contexts and the identities that they adopt in order to successfully

carry out their work The book provides a valuable contribution to our understanding of the politics and practices which colour and shape the legitimacy and operational execution of inspection policy The work is unique in its focus on the inspectors role within the implementation of the inspection process an element often overlooked in the literature It also includes two chapters co written by inspectors offering unique insights into their life worlds and identities Educational Leadership ,1943 Relationship-Based Early Childhood Professional Development Marilyn Chu,Kimberly Sopher-Dunn,2021-09-14 Learn how to use Relationship Based Professional Development RBPD strategies to foster equitable inclusive and socially just communities of collaboration and learning in PreK to age 8 programs Packed with illustrative vignettes checklists and reflection questions to guide understanding this resource helps administrators and teacher leaders establish a cycle of inquiry to better understand each other s common work and build more effective partnerships Aligned with the NAEYC s Power to the Profession objectives you ll find this book filled with invaluable tools to strengthen your professional community and better support your students

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