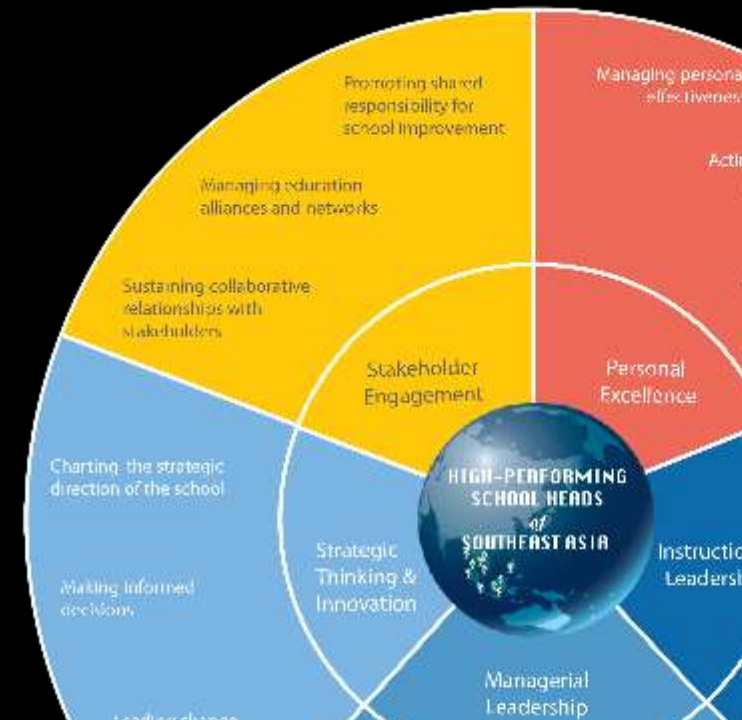
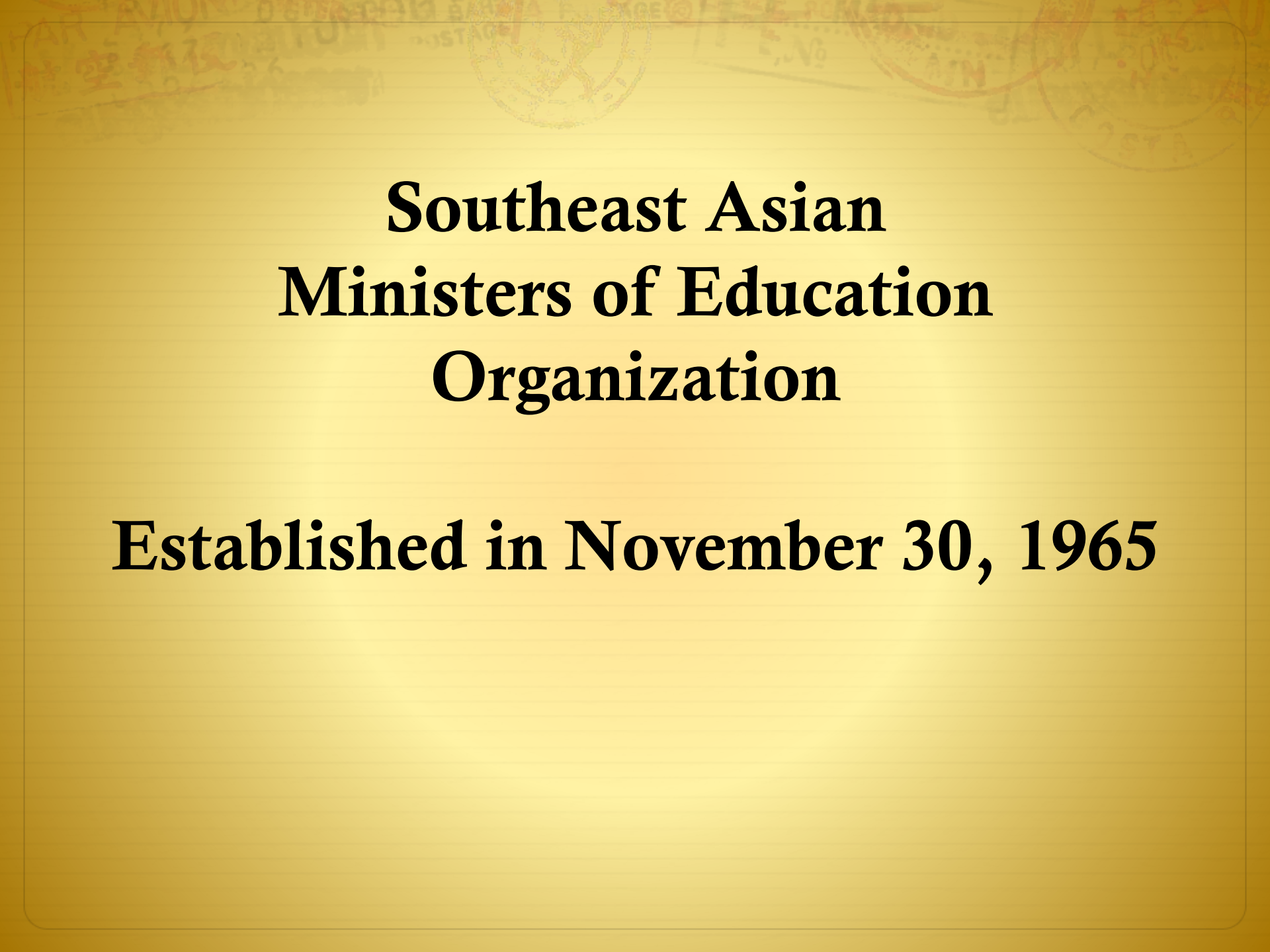


# A Regional Competency Framework for Excellent School Leadership

Lilibeth Taa, Ph.D.

Specialist, SEAMEO INNOTECH  
(Southeast Asian Ministers of Education  
Organization Regional Center for Educational  
Innovation and Technology/  
New Era University, Philippines)



The background features several faint, overlapping circular logos and text, likely from various educational institutions or organizations, in a light brown or tan color. The logos are partially obscured and serve as a decorative backdrop for the main text.

# **Southeast Asian Ministers of Education Organization**

**Established in November 30, 1965**

# SEAMEO Member Countries



Brunei



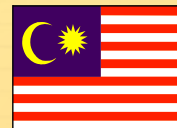
Cambodia



Indonesia



Lao PDR



Malaysia



Myanmar



Philippines



Singapore



Thailand



Timor Leste



Vietnam

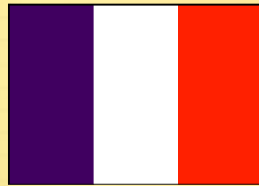
# SEAMEO Associate Member Countries



Australia



Canada



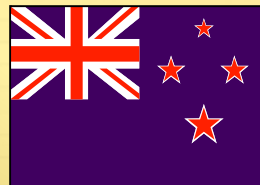
France



Germany



Netherlands



New Zealand



Spain

# SEAMEO Regional Centers

## EDUCATION



SEAMEO  
INNOTECH



## HEALTH



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

## AGRICULTURE & ENVIRONMENT





## **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)





SEAMEO INNOTECH



# 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



Developed by:



# Competency Framework for Southeast Asian School Heads



Version: 29 September 2009

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

Competency Area	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	1.11	1.12
1.1.1	1.1.1.1	1.1.1.2	1.1.1.3	1.1.1.4	1.1.1.5	1.1.1.6	1.1.1.7	1.1.1.8	1.1.1.9	1.1.1.10	1.1.1.11	1.1.1.12
1.2	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7	1.2.8	1.2.9	1.2.10	1.2.11	1.2.12
1.3	1.3.1	1.3.2	1.3.3	1.3.4	1.3.5	1.3.6	1.3.7	1.3.8	1.3.9	1.3.10	1.3.11	1.3.12
1.4	1.4.1	1.4.2	1.4.3	1.4.4	1.4.5	1.4.6	1.4.7	1.4.8	1.4.9	1.4.10	1.4.11	1.4.12
1.5	1.5.1	1.5.2	1.5.3	1.5.4	1.5.5	1.5.6	1.5.7	1.5.8	1.5.9	1.5.10	1.5.11	1.5.12
1.6	1.6.1	1.6.2	1.6.3	1.6.4	1.6.5	1.6.6	1.6.7	1.6.8	1.6.9	1.6.10	1.6.11	1.6.12
1.7	1.7.1	1.7.2	1.7.3	1.7.4	1.7.5	1.7.6	1.7.7	1.7.8	1.7.9	1.7.10	1.7.11	1.7.12
1.8	1.8.1	1.8.2	1.8.3	1.8.4	1.8.5	1.8.6	1.8.7	1.8.8	1.8.9	1.8.10	1.8.11	1.8.12
1.9	1.9.1	1.9.2	1.9.3	1.9.4	1.9.5	1.9.6	1.9.7	1.9.8	1.9.9	1.9.10	1.9.11	1.9.12
1.10	1.10.1	1.10.2	1.10.3	1.10.4	1.10.5	1.10.6	1.10.7	1.10.8	1.10.9	1.10.10	1.10.11	1.10.12
1.11	1.11.1	1.11.2	1.11.3	1.11.4	1.11.5	1.11.6	1.11.7	1.11.8	1.11.9	1.11.10	1.11.11	1.11.12
1.12	1.12.1	1.12.2	1.12.3	1.12.4	1.12.5	1.12.6	1.12.7	1.12.8	1.12.9	1.12.10	1.12.11	1.12.12

Competency Area	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12
2.1.1	2.1.1.1	2.1.1.2	2.1.1.3	2.1.1.4	2.1.1.5	2.1.1.6	2.1.1.7	2.1.1.8	2.1.1.9	2.1.1.10	2.1.1.11	2.1.1.12
2.2	2.2.1	2.2.2	2.2.3	2.2.4	2.2.5	2.2.6	2.2.7	2.2.8	2.2.9	2.2.10	2.2.11	2.2.12
2.3	2.3.1	2.3.2	2.3.3	2.3.4	2.3.5	2.3.6	2.3.7	2.3.8	2.3.9	2.3.10	2.3.11	2.3.12
2.4	2.4.1	2.4.2	2.4.3	2.4.4	2.4.5	2.4.6	2.4.7	2.4.8	2.4.9	2.4.10	2.4.11	2.4.12
2.5	2.5.1	2.5.2	2.5.3	2.5.4	2.5.5	2.5.6	2.5.7	2.5.8	2.5.9	2.5.10	2.5.11	2.5.12
2.6	2.6.1	2.6.2	2.6.3	2.6.4	2.6.5	2.6.6	2.6.7	2.6.8	2.6.9	2.6.10	2.6.11	2.6.12
2.7	2.7.1	2.7.2	2.7.3	2.7.4	2.7.5	2.7.6	2.7.7	2.7.8	2.7.9	2.7.10	2.7.11	2.7.12
2.8	2.8.1	2.8.2	2.8.3	2.8.4	2.8.5	2.8.6	2.8.7	2.8.8	2.8.9	2.8.10	2.8.11	2.8.12
2.9	2.9.1	2.9.2	2.9.3	2.9.4	2.9.5	2.9.6	2.9.7	2.9.8	2.9.9	2.9.10	2.9.11	2.9.12
2.10	2.10.1	2.10.2	2.10.3	2.10.4	2.10.5	2.10.6	2.10.7	2.10.8	2.10.9	2.10.10	2.10.11	2.10.12
2.11	2.11.1	2.11.2	2.11.3	2.11.4	2.11.5	2.11.6	2.11.7	2.11.8	2.11.9	2.11.10	2.11.11	2.11.12
2.12	2.12.1	2.12.2	2.12.3	2.12.4	2.12.5	2.12.6	2.12.7	2.12.8	2.12.9	2.12.10	2.12.11	2.12.12

Legend:

- completed in that particular school
- completed in that particular school
- completed in that particular school/department and other applicable units
- school time taken / completed

## 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

Country	School Head	Stakeholder
Brunei Darussalam	12	12
Cambodia	12	12
Indonesia	8	13
Lao PDR	12	16
Malaysia	10	12
Philippines	36	16
Singapore	3	4
Thailand	10	12
Vietnam	14	11
<b>TOTAL</b>	<b>117</b>	<b>108</b>



FGD Participants



Regional Workshop for the Finalization of the Competency Framework for South East Asian School Heads

ME-2013090101-2192 - REGIONAL WORKSHOP FOR THE FINALIZATION OF THE COMPETENCY FRAMEWORK FOR SOUTH EAST ASIAN SCHOOL HEADS

# October 2013 Regional Workshop

## 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

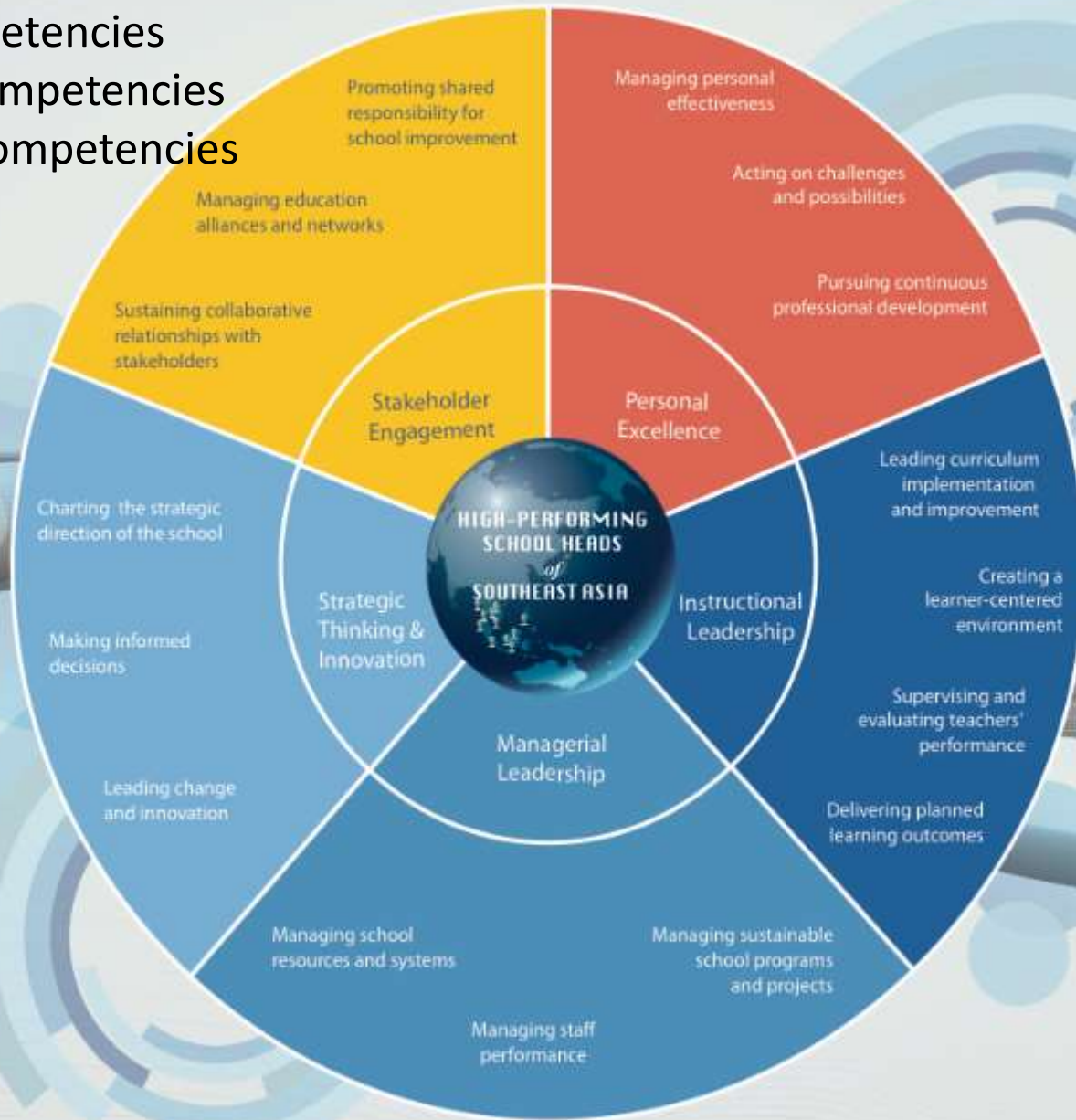


5 Core Competencies

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.

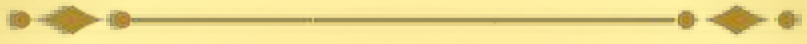
The most striking commonality is the emphasis on personal excellence and the ability to foster strong relationships.

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

