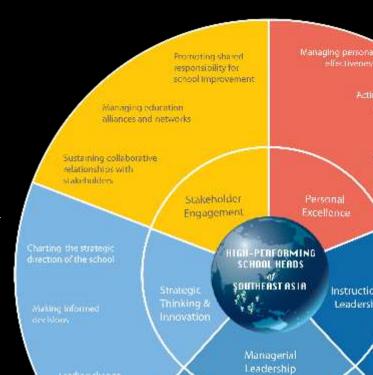
## A Regional Competency Framework for Excellent School Leadership

Lilibeth Taa, Ph.D.

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



# Southeast Asian Ministers of Education Organization

Established in November 30, 1965

#### **SEAMEO Member Countries**







# **SEAMEO** Associate Member Countries















Spain

## **SEAMEO Regional Centers**

#### **EDUCATION**























#### **HEALTH**



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

# AGRICULTURE & ENVIRONMENT



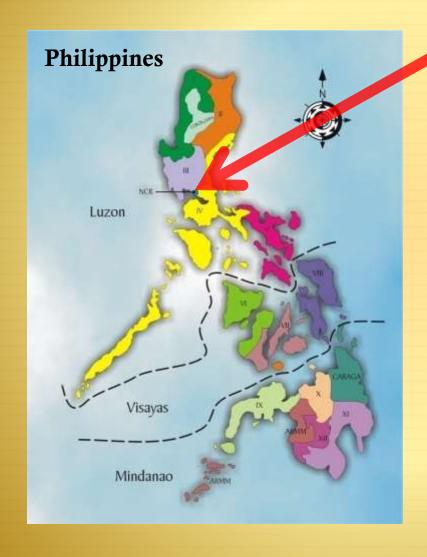




#### **SEAMEO INNOTECH**

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

Dividoped to



Version: 29 September 2009

#### Competency Framework for Southeast Asian School Heads



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

& Developing Personal (Elisationesis)	#17mm. second	AS brain drawlf personers	A.3 Democratic Space of the position	AA Periode Afterland 15 Forestigs	A E Come Under and building products	ANTE-CONTRACT PERSON	Appropriate to the second	A P Mahada Nados s and other state or other	All Dylegate Septs	N.18 Findbale Married R	AD Septime Notices	ACTION AND STATE OF THE PARTY AND STATE OF TH	
	A12 House sweller	K14 Manage 2001	A SS Morass Box	AS connected virte factor	A17 Cohondotte ponoreil econocity year convisions	erceity						1,00	
A Province Street Arrival Angeloria and Angeloria	E.S. Herealt FORMATION BY COMMITTEEN AND THEFOR	SCE Provider Sin yards of the school	#.Elstedly philodeless acquire	#4 Cheeks sight of advan- tor programs and projects	MA a Primedalla algorithms of projects and projects	E.A.b. Short (y of robusts)	Britan Salamana Salam Pragras	MAA SA COMMO		EATHORN pages	6.0g bloom note of high	SLA Digeror committee for school-based orapisms and polients	BA Doore openwises of chartose propers and orders
	8.7 Names school stool pages a sed pages is	\$80 things specified pegates and page to											
	E3 Desil recladed experientation	C.2 Avigs successory from sec- of employees	CJ Moraji ne erespinati est preticos el preticos material protectos	CA Superior endoctor	C4 a Proper in chrudhos incovacy obs	CAR Listole the Southern Terming process	E-fix Schools 16601 (660)	EAU Cooker por-reprison conference — In terriph	Citatigi Upla Septembers Johnness	Elethorus mendoru in hospitori	Ell Provide States or factoring	C.F.Minage Services statement	
	C-S Foregot integration of multiple satelligences and legistrated toyoney and a	CR Organize Greenshirton fron rolg on the ato of critical draftgar	C16 Pure ser paid acquirecture activities										
Li Originali III Garina Nocembra	Bit Hendy Recordingst transporación Mines sporakani	DCE Homes computation levels of lacuny sections	B 3 Provide region symbols for produce could development	0.3/a Consum tra-rang menor representant	B35 Deap being progress	B.A. Descri sof described property	Bac Delaws Service property	But Separate Ocuse consen	DUS-Devines' stemost tectory seet water	Scholura Scotly are self automasse	0.7 Separations brackets and other parameter for corest applications	DIS Craves Vinite process for spik	D.B. Alchiero bacteristo participate in protessame attendance acceptance
	EC Inhaban a sple, seems, that I had green actual any splease	E2Freeds year-gast service territy sidest strongham	6.3 Facilities prindentities beautig provident	E4 Develop feed edge enter me and should globber	E.S.Perrore subsplictly and pedinocalisation	EA formals Molecular Stations	E.Y Fromby Subveilage (8 t/ledg	EX forests percey (moth care					
	F.T down.i. idebt in province topicities and, equipment	EXMINITED TO THE PROPERTY OF T	#3 Solps A Chief strates para are tender appearant para										
	C) Pepid a Trained	G.2 Cereate	G.5 Opportunity	Galaberton Galaberton	The second second	E.E Person							

errania Errania	#3. Selection resolvering and real collection goes	H2 For activity speaking art speaking activities	HSShpatie and chang sit hybridae consoltae	H.S.Prepare sectionals: sectionals: performes	HATtories Martines and ensulted indivinuals	Hill Control Stor Georg and replaced	R7 tadyw and letegal, mostering less matures insure.	6.8 Selvenov arcivity (riperwork)	MO Dispurpate exclusive enable	Section 194	H.II Cleage 4 page in the repositional of across continuous	
	All Organize Surveys, Trackers and Covernelly Assistables	ng Twist whiteronips with paterns and sustready	(3 Nonce to leage other school	Ad Angelos with galactiment cognitivation (1000 and min-parameter organization) (1400)	LS tragellate for versical environs	C& Outprolect consecutor subsolicity mode	LT Design, Implement and street and an analysis of advantage	46 Septent conditioning connection and system, play unagraphic and pagestal				
Manager Ma Manager Manager Manager Manager Ma	AT 80 mg. The Seguit of the of TRACTURE Of Site ACROSS	12 frames advisoral aspect Variation Exercision System (HIS)	LEG pay for MO, and acts appropriate schoolings and personnel	24 Metan upo strenu cator utames	AS DRAW shored or as decrease to Many	A6 Prison risols	APMintale school path-catons	ARVan- obsishe protein to condiscon				
North Control	K.I breign s Research and Development Prepart	Kg Squares Paperty and Condeposed Connection	R.3 Seption the devoter of settine and other management	KAUS situation administration months	\$5'\tau   10000\tau   1000	KG Datasis the reports and development program						
Village Original	La Gracien de Aud do desar	LÉ Boign Kongari Na Osepa	CD Act on a change open	LA Sez fra climata for change	Lib France Section for the other se	Constitution in the charge	L7 mondar del criange	£6 Crataro disAmper ef charge				
of the street	MA Drody subside of most of Croped to Hubbothyral branch / branch		M.7.4 (but) subset occore that promote is outset of promote and resource and	MULTA Common scale bedished by producing a potions of people and report for mischaelend disenting in scaleshysists.	M Da Trottade ingdenie Salon of obtains to annote a cultain at perceisal accept for multipularing directly	2012 Delication and the second collection of the best	Wild Adapt sock officers and confi- cient hards processed from monotoning a victims of power and request for visibles trans- enginesing	M.B Enwired Supplied and out that report to foot learning needs and contacts also presents a safety of presents featles facilities country.	M. B. Ogar (et appropriate la propriate la constante la c	bet females a beast others or	Evil provide a	M.9 Fooder Benchuscome of dicated a pages activory and diseased diseased diseased

Southeest Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology

Commonwealth Avenue, Dillman, Quezon City 1101, Philippines

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

18

## 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
TOTAL	117	108



FGD Participants



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

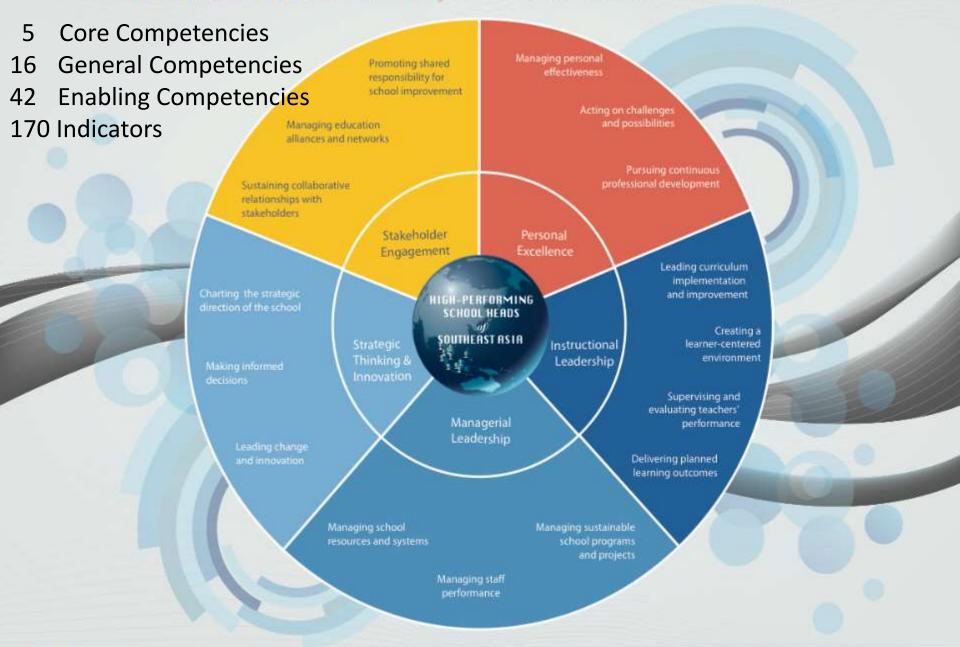
Pursuing continuous professional development

#### STAKEHOLDER ENGAGEMENT

Promoting shared responsibility for school improvement Managing education alliances and networks Sustaining collaborative relationships with stakeholders



#### COMPETENCY FRAMEWORK for SOUTHEAST ASIAN SCHOOL HEADS





## 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

