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### **World Education Leadership Symposium Online Conferences 2021 (WELSmain)**

#### **Initiator and Organizer / Initiator und Leiter:**

Prof. Dr. Stephan Gerhard Huber

#### **Host WELSmain 2021 (since 2009) / Veranstalter WELSmain 2021 (seit 2009):**

Institute for the Management and Economics of Education (IBB) /  
University of Teacher Education Zug (PH Zug)

Institut für Bildungsmanagement und Bildungsökonomie (IBB) /  
Pädagogische Hochschule Zug (PH Zug)

#### **Cooperation Partners / Kooperationspartner:**

Association of school leaders and teachers, ministries and authorities as well as further universities and partners / Schulleitungs- und Lehrerverbände, Ministerien und Behörden sowie weitere Hochschulen und Partner



Šola za ravnatelje

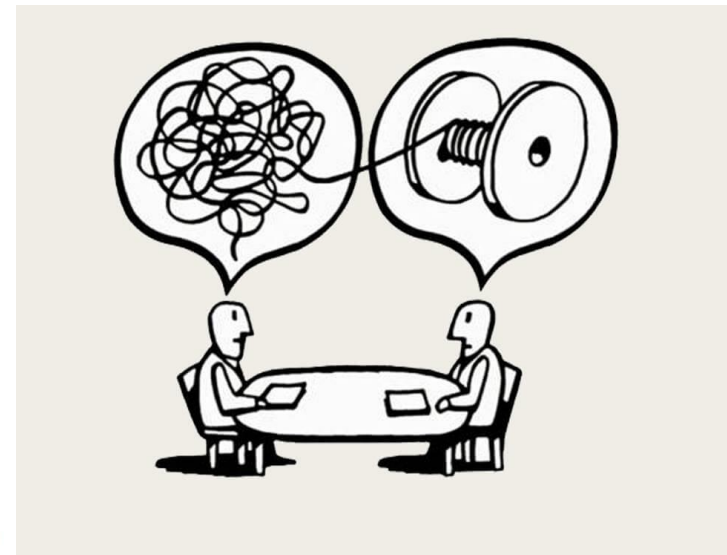
# COACHING NEWLY- APPOINTED HEADTEACHERS DURING COVID-19 EPIDEMIC

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*Obligatory Headship Licence & Programme (26 years):  
1 year, 144 contact hours, 6 modules, 1-day shadowing,  
team project work*

## RESEARCH:

- optional individual coaching for newly appointed headteachers (from 2020 on)
- 19 newly appointed headteachers (April: 6, October: 9, January: 5)
- coaching „package“ (6 -7 meetings)
- on-line
- 3-coaches



# WHY?



lack of experiences



lack of networks -  
isolation



lack of  
competencies



fostering leadership  
capacity



reducing stress,  
wellbeing



strengthening  
resilience

## COACHING DEFINITION

„an individual conversation between the coach and the principal, focusing on strengthening learning and development by increasing the principal's self-awareness and personal responsibility, where the coach enables the principal to learn by asking questions and actively listening and challenging in a stimulating and supportive learning environment.“

(van Nieuwerburgh 2020)

# EVALUATION

## RESEARCH QUESTIONS

1. What were the expectations and needs of the newly appointed headteachers before joining the coaching process and to what extent were they realized and what topics (challenges) did the newly appointed headteachers highlight?
2. What benefits or effects of coaching on the success of leadership and personal well-being were perceived by the newly appointed headteachers?
3. What are the views of the newly appointed headteachers on the importance of a good relationship for the success of coaching and what do they expect from a coach?

Two instruments: questionnaire (headteachers), discussion & notes (coaches)

# RESULTS 1

- What were the expectations and needs of the newly appoint headteachers before joining the coaching process (not clear enough)
- and to what extent were they realized (13 yes from 15)
- and what topics (challenges) did the newly appointed headteachers highlight?
  - a) leading teachers and other members of staff
  - b) organisation of processes
  - c) instructional leadership
  - d) personal wellbeing
  - e) cooperation with the environment
  - f) legal issues

## RESULTS 2

What benefits or effects of coaching on the success of

a) leadership and

b) personal well-being were perceived by the newly appointed headteachers?

48 benefits:

a) 54 % more effective leadership

b) 46 %: better subjective wellbeing



## RESULTS 3

What are the views of the newly appointed headteachers on the importance of

- a) a good relationship for the success of coaching and
- b) what do they expect from a coach?

a) 26 views: good relationship (trust, communication, support)

b) 24 views: coach role (personal characteristics, professionalism, leading the process)

# FUTURE PROSPECTS

optional individual coaching for newly appointed headteachers as a default part of the *Headship Licence Programme*

optional individual coaching for newly appointed headteachers not visiting *Headship Licence Programme* or *Mentoring Newly Appointed Headteachers Programme*

coaching skills for mentors of newly appointed headteachers

teamcoaching for experienced headteachers

empowering headteachers for using coaching skills in schools



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