



Policy Brief

Capacitating Educational Leaders and Managers as Teacher Professional Development Counsellors

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This policy brief highlights teacher professional development counselling by education leaders and managers. It investigates the avenues to mainstream training and approaches towards responsive and relevant practices that advance teacher growth and development. It seeks to propose policy efforts that put premium on enhancing the capacity of education leaders and managers in teacher professional development counselling. Through systematic and institutionalized approach to teacher professional development counselling, educational leaders and managers are better equipped to respond to the pressing needs of teachers in navigating the professional terrain of teaching

The contemporary education landscape poses challenges and opportunities to navigate emerging issues and concerns as regards teacher professional development. It is a fact that the current human resource practices in education have gone through drastic shifts as these shape theory, practice, and research of teaching and learning. According to [Darling-Hammond et al. \(2017\)](#), it provides avenues in responding to students' needs in relation to future work and education.

Educational leadership and management (EdLM) as a field of study encompasses significant areas spanning curriculum, resource management, organizational development, and even human resource management. EdLM is at the forefront of drastic and even the most minimal reforms in the classroom, school, district, and up to the national level and beyond. Educational leaders and managers are at the core of developing teachers into significant members of the education system who do not just contribute but also benefit to responsive education initiatives that advance teacher welfare and development, which according to [Misra \(2018\)](#), is now a “major policy priority” in education.

This policy brief argues the potential of education leaders and managers to capacitate themselves with technical, conceptual, and practical aspects of teacher professional development counselling. Through this, their practices will now be enhanced with a perspective that investigates supporting teachers to advance professionally and sustain growth and development as members of the teaching force. Through teacher professional development counselling, education leaders and managers provide clear-cut directions for teachers to take in terms of teaching, research, community involvement, and others. To add, a study by [Woodcock and Hardy \(2017\)](#) noted how teacher professional development served as a vehicle in putting premium on inclusive practices in the classroom.

Graduate school education plays a crucial role towards this idea. Revisiting coursework and mainstreaming counselling approaches would surely create synergy on practices that do not only limit to the attainment of students' academic achievement, but

teachers' welfare and development as well. This policy brief places its significance as literature on teacher professional development component strategies are still scarce (Philipsen et al., 2019).

Highlighting teacher professional counselling in the following domains of educational leadership and management could signal a proactive approach in course implementation: systems theory, human resource, performance solutions, and transformative leadership, and other interventions, which according to Thurlings and den Brok (2017), are developed to impact professional development to a certain degree.

These domains could serve as a vehicle in training and capacitating educational leaders and managers to champion teachers' professional development. One component inquiry in these courses would center on: "Given the nature of the coursework, how do we capacitate educational leaders and managers as teacher professional development counsellors?"

Educational leaders and managers advocating welfare and development through teacher professional development counselling presents a timely, relevant, and sustainable approach to graduate education in terms of theory, practice, and research. It is therefore recommended that education institutions that train educational leaders and managers consider the following for policy and practice:

1. Design graduate programs that holistically and proactively contribute to teacher welfare and development.
2. Advance theory, practice, and research of teacher professional development counselling in various settings.
3. Mainstream teacher professional development counselling on all applicable coursework.
4. Contextualize approaches to serve as concrete venue to accommodate needs to capacitate educational leaders and managers as teacher professional development counsellors.

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