

Research Article

Leadership roles of teachers as school counsellors in schools to enhance giftedness in children

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Abstract

The purpose of the paper is to explore leadership roles of teachers as school counsellors in schools to enhance giftedness in children. This review is important because it adds value to what is already happening in schools. The issue is that school counsellors must conduct counseling and listen to students' grievances, which they cannot do without the cooperation of school leadership. In order to investigate the role of leadership in school counseling, the paper employs an interpretive paradigm and a qualitative approach. Teachers working as school counsellors are expected to promote, advocate for, and work toward social justice and culturally responsive programs that are accessible and accountable to all school stakeholders. Principals, as leaders, must guarantee that counseling services are offered to all students in schools; a lack of suitable training, professional counselling knowledge, and abilities may have an impact on the school counsellor's role as a leader. As leaders, school counsellors must promote student achievement by providing services that influence the career development, social, and emotional development of all students enrolled in the school. All stakeholders in schools must be able to control their emotions, relationships, and actions, and leaders must be able to do so.



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Introduction

Giftedness is a fluid term that comes from the interaction of a child's and his or her family's qualities. Parents' understanding of their children's developmental features and how they treat them is an important aspect in their social and emotional development. A positive parental attitude contributes significantly to a child's growth, ensuring that the child is satisfied with his or her life and is raised as a healthy and happy individual (Yıldız & Altay, 2021). That is why the role of leadership in school counselling spaces and places is very important for the giftedness of children in schools.

The purpose of the paper is to advance the knowledge about the role of leadership in school counselling. In this paper the school counsellor must be understood in the context of being a leader. The school's counsellor is expected to advance the mental, social, academic, and professional development of all students and staff in the school. Bolden and Gosling (2006) believe that leadership cannot be dissociated from the temporal and situational contexts. Hence it must occur in situation and must be based on openness and honesty. Consequently, the school counsellor must provide counselling services and to listen to students' complaints.

Heled and Davidovitch (2020) believe that the school's counsellor needs to do this from a viewpoint of the entire schooling system. When she school counsellor meets with the rest of the school space must be s/he must be able to

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have the knowledge and be able to deal with the challenges of the well-being of the student as an individual within the schooling system. In addition, Heled & Davidovitch, (2020) advise that the school counsellor must strive to lead developments directed at reducing the level of violence in the school and transforming it into a safe and protected environment. They also think that the work of the school counsellor ought to follow systemic principles, i.e. it is expected that the school counsellor should promote the students' mental well-being within the schooling system. School counsellors are expected to fulfill many roles in their areas of function. Their work must include all stakeholders, e.g. the principals, teaching staff, and the students as well as other relevant stakeholders outside the school. Amongst others, these are the psychologists, social workers, and other community workers. These school counsellors are responsible for supporting and integrating students with special needs, operating intervention programs, implementing placements and constructing classes, completing forms, as well as individual counselling for struggling students (Heled & Davidovitch, 2020).

Theoretical Framework

The paper draws from the Capability Approach of Amartya Sen of 1979. It focuses on what people are able to do and be, and their readiness and skills to do what they deem important in all aspects of their lives. This approach postulates that one's potential is critical to one's well-being, and it prioritises people's beings, and doings and their opportunities to realise their competences. The capability approach is a theoretical framework which involves people's capabilities and functionings, and to be understood in terms of people's abilities and their functionings. Capabilities are the things and people that a person can do if they wish to, for example, obtain an education (Ingrid & Byskov, 2020).

Problem of Research

The overarching question this paper is trying to understand is: What do we mean when we say that teachers have a leadership role in school counselling to help students develop their giftedness? Leadership roles of teachers pre-democratic era South Africa's schooling education systems were characterized by an environment of direct and structural discrimination. Generally, South African schools had to collaborate with communities to support the youth from disadvantaged backgrounds who demonstrated higher levels of academic performance to secure spaces in places for enrollment (Mampane & Brown, 2021).

Method

Research Model

This is a conceptual paper, and sources from 1992 through 2021 were used to compile it. The paper explores the role of leadership in school counselling places and spaces. Qualitative approach and interpretive paradigm was used in understanding the role of leadership in schools. Literature review was used investigating the topic.

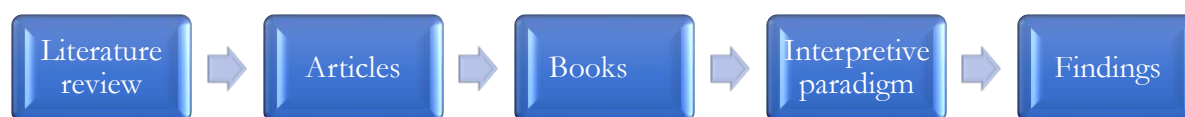


Figure 1.

Research Design

Data Collection Tools-Documents

By evaluating materials such as articles and books that pertain to teachers' leadership roles as school counsellors in schools to increase giftedness in children, literature reviews were employed as data gathering techniques. A thorough literature study considers a wide range of sources, including academic articles and scholarly books. The following were the criteria for selecting literature: One source from 1992, one from 2006, one from 2010, one from 2016, one from 2017, one from 2018, six from 2020, and ten from 2021. The author prefers the 2020 and 2021 sources because he wants the most up-to-date perspectives from other authors.

Procedure

The paper was started on 7 December 2020 until March 2021. The paper was compiled at the University of South Africa.

Results

The Role of School Counsellor in Schools

School counselors must show leadership through leading, collaborating, caring, patience, helpful, non-judgmental and consulting with others who are important to students' health and well-being, such as teachers, administrators, family members, and members of the community (Wingfield, 2010).

As a result, what school counselors perform in the classroom may hinder them from engaging in other activities that would better meet the needs of the students they are supposed to help.

Counselling programs in school spaces must be integrated into mainstream and extra-curricular activities of the schools to help students gain the knowledge needed about different occupations and awareness of their abilities, in addition to skills for their future career and social lives. At times, the lack of professional support by school counsellors, and counselling programs in schools may hamper students' career planning and students' mental health and personal/emotional development. Another challenge that may influence the work of the school's counsellor could be the lack of appropriate training, professional counselling knowledge or skills (Pham & Akos, 2020). The counsellors' own spiritual beliefs must be considered a vital element for counsellors, especially in forging relationships with the students. Counsellors as leaders must be cognizant of all aspects of humanity when working with students, e.g. the spirituality and the religion of the students. Leaders must be aware that their need to develop an understanding of their own spiritual beliefs have an influence on the students (Lindsay, 2021). The time schools' counsellors utilise in school can be critical for students' career development. Most school-based career development activities help students achieve a variety of goals, such as increasing knowledge of educational and occupational options, increasing self-awareness (e.g., attitudes, values, beliefs, etc.) about aspirations and abilities, and developing the ability to use information to support goal-setting and career decisions (Falco & Shaheed, 2021).

The Role of Leadership In School Counselling

One of the places where interpersonal connection is particularly strong is in school. As a result, schools are institutions with strong leadership positions and behaviors. Schools have an environment that includes classrooms with varying constructions and features, as well as a climate that emerges from the unity of all classrooms. Some individuals are thought to be more dominant and prominent than others in such an atmosphere. Managers' attitudes and behaviors as school leaders provide some insight into which leadership qualities they employ (Ignatescu, Uredi & Kosece, 2021). Donal (2018) believes that the role of leadership in school counselling must ensure that all students individually achieve optimal development through self-disclosure-recognition, environmental recognition, decision making, self-direction and self-realization. The leaders must ensure that counselling services are available to every student through the media by means of guidance boards, problem boxes, leaflets, and development of guidance and counselling media. In leadership, the school's counsellor must know that the administrative activities are important, such as the implementation and follow-up of needs assessments, the preparation and reporting of work programs, the evaluation of guidance and counselling, the administration and management of guidance and counselling, as well as home visit to those students who are vulnerable in the school (Ibid, 2018).

School leaders as counsellors must be able to identify problems and set goals for improvement, use accountability practices that are carried out and get feedback, develop visions and targets that are identical to school vision, identify measurable changes, develop research plans, implement plans, collect and analyze data, and report results. (Suherman, et al. 2020) think that the leader must have the support of the school principal to be able to carry out effective school counselling services. Skills such as creativity and innovation are needed in the implementation of counselling services in the school space. Again, Suherman et al. (2020) advise that leadership for the school counsellor because they must rely on leadership to accomplish essential tasks and goals of the school. So, the role of leadership of the school counsellors is the influencing of others, emphasizing use of leadership skills in creating and running a school counselling service. In addition, leadership skills of the leader must form an integral part to other areas of school counselling work, such as political awareness skills and intentional relationship building skills. Therefore, the relationship between the school, the family and the community must be a partnership that has interventions strategies that can help to minimize bullying in schools. Leadership also plays a role in school counsellors' use of information to manage school counselling services. Some school counsellors may have little success in their counselling leadership practice without the support of the school's principal (LeBlanc & Borders, 2021).

School-based career development activities must be practiced in schools' space. Many of these activities are include classroom guidance, career fairs, education planning, individual or group counselling to support career development outcomes. Leaders with counselling skills can provide students with the tools they need to determine their professional objectives and comprehend the education and skills they'll need to achieve them (Falco & Shaheed, 2021). Leaders must strive to provide students with lived experiences such as lived body (sexual identity of students of various sexual orientations), lived space (the school environment in which students of various sexual orientations study and live), lived time (the first year of study and living for students of various sexual orientations), and lived human relations (interpersonal relationships that students of various sexual orientations have). Ensure that school counselling programs are comprehensive in scope and given to all children in a methodical manner; Establish school counselling

as an important part of the educational system's academic mission and promote equitable access to school counselling services for all students (Falco & Camelia Shaheed, 2021).

Counselling and advice in schools must be thorough, meaningful, and progressive, according to the leader. Its curriculum, like that of other educational programs, must be based on a philosophy or mission statement that is shared by other schools in the district. Again, the leader must ensure that the counselling and guidance curriculum includes particular student abilities and objectives in order to help students achieve these goals (Falco et al. 2021).

School counsellors as leaders must support student achievement through services that have an influence on career development, social and emotional development of all students enrolled in schools. They must also be able to create school counselling programs that meet the needs of all students, in terms of equity and access (Johnson & Brookover, 2021). These leaders are expected to work with all students to address their career needs. Usually, school counsellors tend to be focused on the intrapsychic strengths and challenges that influence student growth such as structural barriers and inequity. Twenty-first century leaders are expected to recognize oppression and injustice and advocate for change on schooling systems. For example, students from rural areas may encounter systemic barriers, which can create additional challenges for these students to achieve. This type of students living in the rural context experience higher rates of poverty than urban students do (Granta, Springera, Tuttle, & Reno, 2021).

Leaders must ensure that counselling programs help individual students understand their potential and career planning. In this period of Covid-19 pandemic disruption, career direction and aspirations for individual students have undergone increasingly rapid changes. The emergence of new types of careers is a challenge for counsellors in guiding and providing direction to students according to their potential and talents. For example, the use of technology is prominent and schools in rural areas are left behind because of the technology (Utami, 2020). In assessing their competencies school counsellors as leaders must be trained to be ethical and effective practitioners. To be ethical, means that the leaders must have counselling competencies, especially their behaviors, dispositions, and skills needed to be effective and ethical reality (Lambie & Haugen, 2021). Leadership must have a strong emphasis within school counsellors' professional identities. School counsellor teacher need to consider how preservice school counsellors develop the foundation within their training programs, including how to secure a strong working partnership with school principals. Hence, leadership skills must be an integral part to other areas of school counselling work, especially the political skills and intentional relationship building skills. Generally, school counsellors as leaders are likely to fail without the support of the school's principal (LeBlanc & Borders, 2021).

Therefore, counselling to students in creating their comprehensive career plan must always be emphasized and to become a priority of counsellors in schools. It must be noted that counselling, is a complex process that encompasses several strategies with special expertise. The success of counselling can be achieved through the following strategies, namely: (a) The active and full involvement of responsibility between counsellor and student, (b) the experiences of counsellors born of their professional identity, and, (c) the emotional experiences, meaning of life, and the distress attached to their economic status (Dahlan, 2021).

Decolonial curriculum should teach analytical abilities for arguing, critical analysis, and criticizing and deconstructing the colonial curriculum, implying that the curriculum must be meaningful and relevant to the user (Mbhele, 2020).

The limited resources that schools must scramble for are one of the challenges they face. For example, Kobayashi and Tsuboya (2021) found that students in single-parent homes seem to suffer money-wise.

Therefore, to adequately support the career, and personal development of all students, school counsellors ought to collaborate with all stakeholders. School counsellor-principal collaboration is very important in promoting a positive school culture where students' emotional-being, and opportunities can be supported. Furthermore, the collaboration between the counsellor and the school principals can be beneficial for students and teachers (Geesa et al. 2020). Fewer students are likely to drop out of school the standard of scholarship can be increased. Better morale in the student body and a better all-round school life can be achieved by all students.

Evans, Wright, et al., (2016) believe that the role of leaders must be the development of teams to work toward achieving the counselling school's aim. The type of leadership such as situational leadership must be seen as the assessment of the teacher counsellor's person's learning needs so that the leader can modify their style of instruction to meet learners' needs. In counselling leadership, a supervisor must be able assesses the supervisee's abilities in terms of task behaviors, relationship behaviors, and readiness. Similarly, relying on situational leadership learners' needs and strengths can be made to fit their development needs (Ibid, 2016). Through the creation of a loving environment and positive working connection with all stakeholders, servant leadership management style may motivate, guide, and

bring hope. In therapy, this would imply forming a positive working relationship with all stakeholders and aligning with basic counselling ideas such as relationships, individual empowerment, self-growth, and value identification.

Leaders in counselling must empower; provide direction; humility; and interpersonal acceptance to stakeholders (Evans et al. 2016). Oftentimes, leaders must focus on counselling skills and relationship dynamics, and to conduct management and administrative responsibilities to provide appropriate intervention strategies and to make resources available. Counselling centers and counsellor education programs must be integrated to achieve client safety and optimal training opportunities for counsellors and learners (Evans et al. 2016). Leaders must be able to manage their emotions and relationships, as well as actions that are thought to give them a high level of emotional intelligence and interpersonal flexibility (Fassinger & Shullman, 2017).

Shullman (2017) believes that for individual effectiveness, leaders must be able to emphasize assets and strengths of human endeavor, awareness of human behavior, and a focus on education and career development as lifelong learning processes. They must, once again, utilize shorter interventions to unlock human potential, seeing people as individuals with both strengths and development difficulties to address. These leaders need to appreciate the strengths of all stakeholders involved in the school. Their leadership must focus on facilitating learning, development, empowerment, and school reform. Counselling services in schools should be culturally sensitive and socially just. Counselling leaders in schools are expected to promote, advocate for, and work for social justice and culturally responsive programs that are accessible and accountable to all school stakeholders. To ensure that social, cultural, political, historical, and economic systems account for equality and are held responsible, leaders must create a culture that supports and engages in social justice advocacy and reform.

The paper has some significant implications Schools should have counselling policies in place that will prescribe to school counsellors how to assess managerial behaviour and individual strengths and differences. Also, the policies should focus on outcomes.

Discussion

In this paper, the core claim of the Capability Approach is that the quality of life of gifted children, should not primarily focus on resources, but on the effective opportunities that these children have to lead the lives they have reason to value (Robeyns, 2006). Teachers as school counselors are expected lead children by caring, patience, being helpful, and not to judge the children in their care (Wingfield, 2010). They should develop children to have an understanding of their own spiritual beliefs (Lindsay, 2021). The lack of appropriate training and skills to help children by teachers ought to be challenged by principals (Pham & Akos, 2020). Gifted children should be developed in their capabilities to have positive attitudes, values, beliefs, aspirations and abilities, to make good career choices (Falco & Shaheed, 2021). Teachers' attitudes and behaviors must always be positive (Ignatescu, Uredi & Kosece, 2021). Donal (2018) believes that teachers need to ensure that children are developed through self-disclosure-recognition. These teachers are expected to make counselling services available to all children in schools. (Suherman et al. 2020) think that teachers must be supported by the principal in supporting gifted children in schools. Creativity and innovation are the skills needed in leading counselling services in schools (LeBlanc & Borders, 2021). Decolonial curriculum ought to teach analytical abilities for arguing, critical analysis, and criticizing and deconstructing the colonial curriculum, implying that the curriculum must be meaningful and relevant to gifted children (Mbhele, 2020). Many schools are unable to unleash the gifted children's potentials because of limited resources (Kobayashi and Tsuboya, 2021).

Conclusion

In concluding the paper, it should be noted that leadership in school counselling must be about enabling learning, development, empowerment, and transformation of schools for giftedness to flourish in schools. Leaders must have the ability to manage emotions, relationships, and behaviors of all stakeholders involved in school spaces and places.

Further research is needed to look at the strategies that can be used to transform schools to accommodate both the disabled and the gifted learners in schools.

The lack of professional support by school counsellors, and counselling programs in schools may hamper students' career planning and students' mental health and personal/emotional development. School leaders as counsellors must be able to identify problems that are experienced by students in schools and to use accountability practices to improve their practices. The relationship between the school, the family and the community must be a partnership that has interventions strategies that can help to minimize bullying in schools. School counsellors as leaders must support student achievement through services that have an influence on career development, social and emotional development of all students enrolled in schools. School counsellors as leaders must be trained to be ethical (counselling competencies). Leaders must focus on counselling skills and relationship dynamics and be able to conduct

management and administrative responsibilities to provide appropriate intervention strategies to enhance giftedness in children. Principals in schools should promote, advocate for, and work for social justice and culturally responsive programs that will be accessible and accountable to all those involved in schools. School counsellor-principal collaboration is a key in promoting a positive school culture where students' emotional-being, and opportunities can be enhanced. Capable leaders need to appreciate the strengths of all stakeholders involved in the school.

Recommendations

Recommendation for Applicants

Teachers, as leaders, should encourage student achievement by offering services that influence all students' career development, social, and emotional development. In order to function as leaders, school counselors must be ethical and have counseling abilities. Leaders should prioritize counseling skills and relationship dynamics. During Covid-19, school counselors should serve as leaders in assisting learners with issues of social, emotional, academic, conflict, wellness, mental health, informational, and interfacing with parents' difficulties.

Recommendation for Further Research

It is suggested that the topic be researched at universities and colleges of higher learning. Issues like how teachers can prepare learners to deal with a pandemic and the changes brought on by the fourth industrial revolution in schools should be investigated.

Limitations of Study

This paper used qualitative approach and has made use of literature review. Because this is a conceptual paper, no interviews were conducted.

Acknowledgments

This paper was presented at Comparative School Counselling International Conference organised by the Bulgarian Comparative Education Society from 21-25 March 2021. This is my original work and there is no conflict of interest.

Biodata of the Author



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