

SOCIALLY AND EMOTIONALLY COMPETENT LEADERSHIP: PRACTICES THAT  
SHAPE THE SOURCES OF COLLECTIVE EFFICACY

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Research has shown that collective efficacy, school-based leadership, and social and emotional (SEL) competencies positively contribute to student success. In the context of education, collective efficacy refers to whether teachers believe in the ability and capacity of their colleagues to support the achievement of all students. Limited research has examined the bridge between leadership practices and the primary sources of collective efficacy: mastery experiences, vicarious experiences, verbal/social persuasion, and affective states. The purpose of this qualitative case study was to identify leadership practices and determine how they shaped the sources of collective efficacy. Findings indicated that leadership practices – meeting time, professional development, positive praise, coaching, feedback, and sharing expertise – modeled the SEL competencies of social awareness, relationship skills, and responsible decision-making. Implications of these findings further establish the sources of collective efficacy as influential factors that shape adult interactions, actions, reflections, and ultimately, student achievement.