Professional Competence Standards for School Supervisors

Ministry of Education
December, 2012
Addis Ababa

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Professional Competence Standard for School Supervisors

1. Background

The Education and Training Policy has stipulated that ensuring access, quality, equity, and efficiency as well as relevance of the Ethiopian education requires effective management and leadership at all levels of the education system. Extending these prerequisites of the policy to the school level, the General Education Quality Improvement Package (GEQIP) has included school teachers, principals, and supervisors' capacity building strategy with clear objectives to facilitate and support school improvement. As a component of the quality improvement package, the Ethiopian teachers' development program general guideline (Blue Print) is emphasizing the need for school leadership and supervisors that can effectively support schools in various aspects including the development and implementation of vision and strategic plan of school improvement.

It is also indicated in all of the Education Sector Development Programs (ESDP I-IV) that the existence of clear and efficient system of teacher and school leader development and assurance of their competency is one of the mandatory preconditions for ensuring provision of quality education for children. Accordingly, with the implementation of the policy under ESDPs the country showed significant progresses in education. Access at all levels of the education system increased at a rapid rate in line with a sharp increase of inputs. Disparities decreased significantly through improvement of the situation of the disadvantaged and deprived groups and of the emerging regions.

However, current trends appear to indicate that there is a quality challenge still left unsolved in the general education sub-sector not only in the form of

deterioration of student achievement but also in the form of decline in the quality of teacher and school leader professional performance. Weakness in the latter critical input (school leadership and management) is usually manifested in poor supervision, leadership and management process in the school system which in turn will negatively affect the effectiveness of classroom delivery.

As a consequence and as an extended priority of ESDP III, maintaining and /or regulating the professional quality of school leaders (principals and supervisors) as a concurrent activity to the teacher quality and development will continue to be one of the top priorities in ESDP IV. One of the most common strategies followed in maintaining the quality of teacher and school leader (principals and supervisors) professional development is through preparing and implementing standards of professional competences. To this effect, the whole purpose of this document is with regard to establishing the standards of school supervisors' professional competence. The assumption of developing these supervisor competences is to create a system where school supervisors should go through professional developments that are up to the standards in the first place. The other implication of realizing the standards is to allow supervisors enter the system of being tested and assessed for their expected competences and be ensured for their capabilities and obtain professional licenses in consequence.

The importance of setting standards is mainly for avoiding a haphazard selection, training, graduation, recruitment, assignment and/or entry of supervisors in to supervisory activities in schools. This also contributes to eliminate baseless expectations that require supervisors to demonstrate efficiency and effectiveness in their professional performances in supporting schools. The standards approach is also meant to assist in identifying critical competency gaps through testing and

assessment and to design capacity development programs tailored to make supervisors more capable in their stay in their profession. Indeed, the standards will inevitably be aligned with supervisors' roles and responsibilities at their four professional (career) development levels.

School supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring compliance requirements and providing feedbacks), support, evaluation and liaison at schools to achieve unification and standardization of the school system. They must be able to facilitate both vertical and horizontal communications (work as liaison). They are also expected to promote communications vertically by informing schools with policies and rules and the ministry with the needs and realities in the schools; and horizontally through facilitating interactions, net workings between school functions. The realization of these all tasks of school supervisors, however, requires the development and implementation of a generic professional competence standard for the supervisors as an integral part of ensuring quality learning and teaching at all schools.

Therefore, this generic professional competence standard for school supervisors is developed in alignment with the four professional development levels which could be achieved up on fulfilling the required professional competences.

2. The Focus of the Professional Competence Standard

Indeed, there are education supervisors at all levels (federal, regional, zonal, and woreda), with different titles, who generally follow up the educational provision at schools under their share of responsibilities in the country. However, this professional competence standard has been made to refer only to those

supervisors organized by the woreda/Zone/Sub city educational offices around schools and school clusters for providing professional support. They are not part of the line managers but they play a role in monitoring, supporting, evaluating and liaisoning schools vertically up and down within the system. They further create a horizontal nexus among schools to facilitate communication and exchange of best practices or experiences, and to realize anticipated improvements for schools.

In a nutshell, the standard has focused on the following main aspects of the school supervisors' accountabilities and responsibilities.

a) To Value and to be committed to educate all students to become successful adults.

School supervisors are responsible for creating and articulating a vision of high standards for learning at schools that can be shared by the school and the surrounding community. They are expected to have the willing to examine their own assumptions, beliefs and practices. Furthermore, they should understand and apply research; foster a climate of continuous improvements among all members of the school community; and thereby commit themselves to high levels of personal performance in order to ensure implementation of the shared vision of learning.

b) To place Learning and Teaching at the center of school functions

School supervisors are responsible for ensuring that decisions about curriculum, instructional strategies, assessment, and professional development are based on sound research, best practices, appropriate data, and other contextual information. They should confirm that observations and collaborations are used to design meaningful and effective experiences that improve student achievement. School

supervisors must also capitalize on diversity to create a school culture that promotes respect and success for all students. They must be able to identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. They must be learners who model and encourage lifelong learning, too. Besides, they are expected to establish a culture of higher expectations for themselves and other school community members.

c) *To understand the fact that cooperation among schools and the community is essential to the success of school leaders and learners*

School supervisors must see schools as an integral part of the larger community, and foster collaborative work and communication with families and the community at large as critical to effective learning. They need to understand that the ability to analyze emerging issues and trends might affect schools critically. And these will enable them to support planning effective instructional programs and school services. They must also understand that effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions helps to ensure continued community support for schools.

3. Organization of the Professional Competence Standard for School Supervisors

The supervisors' professional competence standard has been designed to consist of 6 standards of competency which have originated from four themes of professional requirements of school supervisors. These are vision and values, personal qualities and social and interpersonal skills, knowledge and understanding, and professional practice. The standards for school supervisors are followed by descriptions which articulate the contents and related performance outcomes of each competency.

There are also about 26 critical elements which act as a basic building block for each competency and map a range of professional activities. Along with the standards and elements, about 141 indicators have been identified to demonstrate agreed characteristics which will be utilized to put a certain level of performance under measurement. This will be done by harmonizing the standards, the elements and the indicators with the four professional development levels of school supervisors (beginner, proficient 1, proficient 2, and lead) detailed in annexes 2 and 3. To this end, the next sections discuss themes of professional requirements for school supervisors, standards of competencies, indicators of performance, the four levels of professional development and annexes.

3.1 Themes of Professional Requirements for School Supervisors

Professional requirements of school supervisors have been displayed here for simplicity thematically as vision and values; personal qualities and social and interpersonal skills; knowledge and understanding, and professional practice. The standards of competences are interconnected and interdependent and they originate from the four themes of professional requirements of school leaders mentioned above. In essence, the whole professional practices of school supervisors are governed by these four themes. Conversely, each of the professional standards for school supervisors are aligned and interconnected with these requirements in one hand and the elements and indicators on the other hand.

3.1.1 Vision and values

 School supervisors are meant to support the development of the vision and strategic plan of schools. They need to be committed to support the learning and

growth of young people and adults guided by values such as equity, respect for humanity, diversity, ethical and democratic practices, and lifelong learning. They have to understand, lead, mediate and serve the best interests of the community which resonate through the strategic vision, school culture, traditions and positive ethos they seek to promote across the schools. They should also be able to insist upon high standards and foster respect across the whole school community.

3.1.2 Personal qualities and social and interpersonal skills

This professional requirement of school supervisors recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing in the leadership and management of the school and its community. School supervisors are regularly required to review their practice and implement change in their leadership and management approaches to suit to the situation. They need to manage themselves well and use ethical practices and social skills to deal with conflict effectively. They should also be able to build trust across the school community and create a positive learning atmosphere for students and staff and within the community in which they work.

3.1.3 Knowledge and understanding

School supervisors need to understand the practice and theory of contemporary leadership and management and apply that knowledge in school improvement. They should be well versed in the latest research and development in pedagogy, curriculum, and assessment and reporting. They must have relevant knowledge of national development policies and strategies, practices and initiatives as well as relevant federal and regional state legislation and agreements.

School supervisors need to be able to draw on a body of professional knowledge and research to respond to the needs of school community within the educational contexts. They must understand school contexts, and how the contexts affect the students' continuous learning. They should be able to demonstrate their knowledge and skill on how to structure the supports to meet the physical, social and intellectual development and characteristics of the students at schools.

3.1.4 Professional Practice

School supervisors should be able to promote, support and create conducive environment for effective learning and teaching activities at schools. They are also expected to be able to create and maintain safe, inclusive and challenging learning environments and promote fair and equitable behavior management system. They need to use simple and appropriate communication techniques; to have a repertoire of effective supervisory work strategies and use them to implement well-designed support, control and evaluation programs. They are expected to create and facilitate communications between schools and Woreda and Zone Education Offices, Regional Education Bureaus and Federal Ministry of Education vertically in one hand and a horizontal relation amongst schools and the community on the other hand. They should regularly evaluate all aspects of their practices to ensure they are meeting the needs of the school communities.

3.2 Professional Competence Standards for School Supervisors

This section deals with the 6 standards of supervisors' professional competences. They identify what is expected of school supervisors within the four themes of supervisors' professional requirements mentioned above. Each standard has included varied number of elements which in turn involve indicators of success in

performance at a given level. Supervisors' demonstration of the standards of competences will occur within their specific work context at their professional development stage of expertise and reflect the requirements expected of them.

3.2.1 Standard 1: Model and Motivate Learning for Life through Professional Practice

Description

This standard describes the performance outcomes, skills and knowledge required to provide professional leadership in improving school learning, and the quality of teaching-learning processes. It covers enabling schools to place learning at the center of strategic planning based on collaboratively developed and clearly articulated vision.

It applies to school supervisors who aspires the higher standards and provide leadership support in designing, developing and implementing school learning strategy. It also works for supervisors' demonstrated ability of reviewing school learning and development to monitor and evaluate school learning strategy formation for improvement.

Elements

The range of professional actions that school supervisors are expected to be engaged in applying their professional knowledge, skills and attributes to their supervisory work contexts as related to standard 1 are:

1. Place learning at the center of strategic planning
2. Set higher standards

3. Provide leadership support in designing and developing school learning strategy

4. Ensure Implementation of school learning strategy

5. Review school learning and development

3.2.2 Standard 2: Initiate, Conduct and Lead Educational Research

Description

This standard describes the performance outcomes, skills and knowledge required to plan, conduct and report on educational research to influence strategic practices and outcomes within a school context to encourage and promote knowledge and research activities. It covers constructing an educational research strategy, using a range of educational research techniques, and analyzing and presenting findings. It also applies to school supervisors or managers' capability of using educational research to ensure that learning can enhance individual, team and schools performance.

To this effect, the intended purpose and approach to educational research may vary across a range of contexts and schools. Applied to this standard, the focus is on educational research to attain improved school outcomes. It involves leading a range of research activities and techniques that, in combination, can provide quality information to enhance learning related activities and the development of capabilities.

Elements

The array of professional actions that school supervisors are expected to be engaged in applying their professional knowledge, skills and attributes to their supervisory work contexts as related to standard 2 are:

1. construct an educational research strategy to initiate, support and lead the school principals and teachers

2. Support school principals and teachers in selecting and using a range of educational research techniques

3. Support school principals and teachers in analyzing and presenting findings

3.2.3 Standard 3: Apply Current Knowledge and Understanding in Educational Practices

Description

This standard describes the performance outcomes, skills and knowledge required to apply leadership and management concepts and practices in monitoring, supporting, evaluating and controlling learning and teaching activities. The standard also describes the performance outcomes, skills and knowledge required to initiate and implement advanced learning practices that supports the improvement of learning strategies in a school context. It covers:

- Enabling schools to design and implement their structures and processes, meet legal requirements, establish profile and promote their services;
- Evaluating current school performance to support schools to improve learning practice.

It also deals with evaluating current strategy to assist schools in improving learning, analyzing and advancing adoption of improved learning practice. It eventually promotes enhancement of school leadership and management. It ends up with reporting the results of the evaluation with pertinent recommendations (feedbacks) to support the effectiveness of the schools.

Elements

The range of professional actions that school supervisors are expected to be engaged in applying their professional knowledge, skills and attributes to their supervisory work contexts as related to standard 3 are:

1. Evaluate current educational practice to support schools improve learning practice

2. Enable schools to design and implement their structures and processes in adapting improved learning practices

3. Promote and guide effective school services

4. Plan and prepare monitoring, and evaluation program to provide appropriate feedbacks and supports to the schools for improvement

3.2.4 Standard 4: Implement Effective and Participatory School Leadership and Management

Description

Standard 4 applies to the performance outcomes, skills and knowledge required to implement instructional leadership and to ensure efficient and participatory school management. It also proposes strategic change requirements and opportunities to realize change management. The standard covers establishing new systems that support and encourage innovation in schools to create an environment that enables and supports the application of innovative practice; generating innovative thinking and creativity to lead sustainable innovative practices; supporting a culture of innovation; maintaining a sustained approach to innovative thinking and practice; and further goes to support school principals in developing, implementing and evaluating strategies for diversity management.

Elements

The elements of professional actions that school supervisors are expected to be engaged in applying their professional knowledge, skills and attributes to their supervisory work contexts as related to standard 4 are:

1. Provide support for teachers to ensure effective instructional leadership
2. Ensure efficient and participatory school management
3. Provide Support for schools to have appropriate Learners Diversity Management
4. Propose strategic change requirements and opportunities for change management
5. Lead Improvement, Innovation and Change

3.2.5 Standard 5: Identify and Interpret Compliance Requirements

Description

This standard refers to the performance outcomes, skills and knowledge required to clarify scope of school operations; identify, interpret and document the range of internal and external compliance requirements and obligations that must be fulfilled by the schools.

Elements

The range of professional actions that school supervisors are expected to be engaged in applying their professional knowledge, skills and attributes to their supervisory work contexts as related to standard 5 are:

1. Clarify the scope of school operations
2. Identify compliance requirements
3. Interpret, analyze and prioritize the identified compliance requirements
4. Document compliance requirements

3.2.6 Standard 6: Develop Self, Individual and Team

Description

This standard describes the performance outcomes, skills and knowledge required to identify individual and team development needs and to encourage and support the development of a learning environment where work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote self and staff learning (the development of the work group), and to monitor and improve learning performance at schools.

Elements

The array of professional actions that school supervisors are expected to be engaged in applying their professional knowledge, skills and attributes to their supervisory work contexts as related to standard 6 are:

1. Identify individual and group learning and development needs
2. Set personal targets and take responsibility for self and others' development
3. Create professional learning opportunities for self, individuals and group or team development
4. Monitor, evaluate and improve learning effectiveness

3.3. Indicators of Performance

The performance indicators identify the components of quality supervision support at each professional stage. They constitute agreed characteristics of the complex process of support provision. An effective supervisor is able to integrate and apply knowledge into practices and professional engagements as outlined in the descriptions of each standard to create conducive environments in which learning is valued.

3.4 Professional Capability of School Supervisors at the Four Levels of Professional Development

The four levels of professional development in this National Professional Standards for School Supervisors provide stages to be recognized with implications for granting opportunities to capable supervisors for the professional growth resulted from fulfilling the required standards throughout their professional practices. The professional stages of development represent increasing levels of knowledge, practice and professional engagement of supervisors. Progression through the levels is strongly attached with growth and high expectations for performances related to understanding and knowledge, skill of applying theory and practices, improvement in professional behavior and ethics with increasing sophistication across a broader and more complex range of situations. Consequently, the four professional levels of development for school supervisors have been presented here under in a more detailed manner.

3.4.1 Beginner Supervisors

Beginner supervisors are expected to have substantial experiences as teachers, department heads, unit leaders, and/or school principals. They must also have completed an academic qualification that meets the requirements of an initial education and training as school supervisors. These supervisors should possess the requisite knowledge and skills to supervise the learning and teaching process at schools. They should also have an understanding of their professional leadership roles and responsibilities, and need to know how to select and provide timely and appropriate feedbacks to improve school achievement.

Beginner supervisors are able to support schools in designing and implementing strategic plans for school improvement. They have the ability to demonstrate knowledge of practical strategies to create relationships with the school community and support schools improvement programs. They need to show the capacity to work with the school community in supporting schools and raise learners' achievement. They are able to understand the importance of working ethically, collaborating with colleagues and the school community.

3.4.2 Proficient 1 Supervisors

In addition to fulfilling all the expectations required of beginners, proficient 1 supervisor are expected to create effective supports for the school principals and teachers. They should be capable to assess needs and adjust their supports to meet the needs. The supervisors at this level are active participants in their profession and, in cooperation with colleagues, identify, plan and evaluate their own professional learning needs. As team members, they are able to work collaboratively with colleagues; they seek out and are responsive to provide advice/support on educational issues affecting their professional practice. They behave professionally and ethically in all forums.

Supervisors at this professional level are recognized as effective and skilled practitioners so that they are expected to routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of professionals working with schools. They have the ability and skills to contribute to their colleagues' learning. They are also able to take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes at schools. They provide colleagues, school principals including teachers,

with support and strategies to create positive and productive learning environments.

3.4.3 Proficient 2 Supervisors

Including all the requirements cited in the above two levels, school supervisors at this level are expected to have in-depth knowledge and demonstrable skill of implementing the theories and practices of school supervision in their sphere of responsibilities. They should establish the culture of effective and efficient team work spirits amongst teachers; between the teaching and management staff; between teachers and students; between students and the management body; amongst students themselves, and the school community, and between the school and the parents and society at large.

They should also play bigger roles in facilitating implementation of programs, policies and strategies.   They should model sound supervisory practices in their areas. They work with colleagues to plan, evaluate and modify learning and teaching processes at schools to improve student achievements. They keep abreast of the latest developments in education. Proficient2 supervisors are skilled in analyzing school assessment data and use these to improve the learning and teaching process at schools. They are also active in establishing an environment which maximizes professional learning and practicing opportunities for colleagues. They monitor their own professional learning needs and align them to the needs of schools. They behave ethically at all times. Their personal and interpersonal communication skills are highly developed.

3.4.4 Lead Supervisors

Having passed through all of the three levels with the requisite capabilities indicated in each above, lead school supervisors are expected to become highly recognized and respected professionals. They communicate effectively and respectfully with colleagues, school principals, teachers, parents, the school community and the society as whole. They should regularly demonstrate consistent and innovative leadership practices, and are able to initiate and lead activities that focus on improving educational opportunities for all colleagues and students. Lead school supervisors are expected to establish an environment which can respect and value diversity of learning that can meet the various needs of students. They seek to improve their own practice and to share their experiences with colleagues.

They are skilled in using activities that develop knowledge, practice and professional engagement in others, and promoting creative and innovative thinking among colleagues. The school supervisors at this level can apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities. They can describe the relationship between highly effective teaching and learning in ways that inspire colleagues to improve their own professional practice.

The lead school supervisors should be able to dwell on higher levels of supervisory practices such as creating efficient and effective system of partnership between schools and key stakeholders; introducing strategies that can ensure sustainability of programs; providing training on strategic and policy related activities, undertaking various researches on impacts of implementing programs, creating conducive atmosphere that can enhance community participation in school

leadership and management. They are also able to lead processes to improve student performance by evaluating and revising programs, analyzing student assessment data taking into account feedback from parents/care-givers. This is combined with a synthesis of current research on effective teaching and learning. They represent the school and the teaching profession in the community. They are professional, ethical and respected individuals inside and outside the school.

Annexes

Annex1: Summary Chart of Standards for Supervisors' Professional Competency

Professional Competence Standard: School Supervisors		
Professional Code:		
Model and Motivate Learning for Life through Their Professional Practice	Initiate, Conduct and Lead Educational Research	Apply Current Knowledge and Understanding in Educational Practices
Implement Effective and Participatory School Leadership and Management	Identify and Interpret Compliance Requirements.	Develop Self, Individual and Team

Annex 2: Generic standards, elements, indicators, range of variables and evidence guide for supervisors' professional competency

Standard 1 for Supervisors' Professional Competency

Standard Title	Model and Motivate Learning for Life through Professional Practices
Standard Code	PCSSSE12A1*
Elements	**Performance Indicators**
1.1 Place learning at the center of strategic planning	a) Support the development of strategic vision and mission of the schools b) Support the development of strategic and operational plans of the schools c) Support the communication of school visions and plans to the school community and key stakeholders d) Support schools to enrich the strategic plans of the schools with stakeholders e) Provide supports to identify goal areas that promote higher level of learning achievement f) Support schools to collaboratively set shared and measurable school goals and establish data based monitoring system g) Design a collaborative and systemic approach to collect and analyze data about school progress towards the shared vision, and to attain the established goal h) Develop and maintain systematic structures for ongoing communication as part of the continuous improvement process of the school strategic plan
1.2 Set higher standards for schools and learners	a) Propose higher standards for every school learner, staff and self; b) Encourage learners, staff and the school community to aspire for higher standards c) Support schools to set higher learning and achievement goals for the school learning community (students, staff and self) d) Support schools in communicating the set standards with the school community to share and facilitate its implementation e) Create conducive environment for the self actualization of the school staff to support higher learning achievement community

	f) Design and develop systematic and cyclic data collection, analysis, professional development implementation and reflection procedures, to monitor and promote continuous changes and improvements in the school achievements
	g) Use systematic approaches and procedures to monitor, support, and evaluate the attainments of the set standards
1.3 Provide leadership support in designing and developing school learning strategy	a) Support schools in designing flexible school learning strategy to achieve school strategic requirements
	b) Support schools in designing and developing learning assessment strategies
	c) Analyze, report and discuss the evaluation results with the school community to give feedbacks and recommendations implying improvements
	d) Evaluate approaches to learning and teaching against **the school strategic requirements** to support schools in designing flexible school learning and assessment strategy
	e) Analyze and confirm with **key stakeholders** the contribution of school learning to competitiveness in designing flexible school learning and assessment strategy
	f) Analyze and assist schools in aligning school learning strategies with **human resources and learning requirements** and plans
	g) Provide supports in designing improvements of the approaches to learning and teaching as per the evaluation results to meet the school strategic requirements
	h) Examine and review options relating to deploying quality procedures and processes in school learning
	i) Analyze and plan requirements for a **school learning strategies** to support strategic and policy requirements
	j) Analyze and plan **technological and systems requirements** relating to a school learning strategy
1.4 Ensure Implementation of school learning strategy	a) Follow-up the Implementation of appropriate school learning strategy and provide feedback to the schools
	b) Validate school **assessment methods** and **assessment tools** consistent with learning and **wider operational needs**
	c) Review school strategies and procedures for continuing relevance, operational effectiveness, and to identify gaps and provide feedback
	d) Develop strategies and procedures to assist schools in filling the identified gaps

	e) Evaluate **end-to-end implementation** of the school learning strategy and assist in updating strategies and procedures accordingly
1.5 Review school learning and development	a) Review school learning and development achievements to Suggest for modification of the school procedures for the better achievements
	b) Develop procedures to liaise with educators, learners and others to monitor how well learning strategies and learning resources achieve school learning targets
	c) Suggest modifying or designing learning strategies and *learning resources* to support the implementation of improved learning strategies and procedures
	d) Monitor and give timely feed-back to incorporate it in the policy and system changes

*ENPSSS12SA1: Ethiopian National Professional Standards for School Supervisors Endorsed in 2012 Standard Original Version of Standard 1

Range of Variable for Standard 1 of Supervisors' Professional Competency

Variable	Range
School strategic requirements	May include but not limited to: • access and equity principles and practices • available technology and learning systems • collaborative or partnership arrangements • confidentiality requirements • defined resource parameters • efficiency and effectiveness of supply arrangements with third party suppliers (i.e. procurement arrangements) • ethical standards • existing technology and systems in place to manage performance, customer service, decision support, suppliers, learning, compliance and related activities • goals, objectives, plans, systems and processes at corporate, strategic, operational and other levels of planning • legal and school policies, guidelines and requirements • quality and continuous improvement processes and standards • recording and reporting procedures
Key stakeholders	May include but not limited to: • Parents and the community

	- Learners, teachers, principals and supervisors management and staff - REBs, ZEOs, WEOs, MOE, other Government Ministries, the private sector, Development Partners, NGOs, Civic Society Organizations such as the Teachers' Association
School learning strategy	May include but not limited to: - Diagnostic analysis of current operations and trends - Identification and prioritization of critical challenges and strategic issues - identification of personnel responsible for the implementation of the school learning strategy - identification of financial and material resources necessary for implementation of strategic plan - integrated strategic activity or multiple related activities or strategies being conducted for one defined organisation or entity - mechanisms for involving students, teachers, the school community and the society at large in school leadership and management and in implementation of decisions - mechanisms for the introduction of new or modified policies and procedures for the schools - mechanisms to facilitate continuous improvement processes - quality procedures or workflow associated with implementation of learning and assessment strategies
Technological and systems requirements	May include but not limited to: - Plasma TV and educational radio - learning environments management systems - mode and format of content developed by the curriculum designers and suppliers - Mode of teaching (mix of face-to-face and online and etc.)
Human resources and learning requirements	May include but not limited to: - consistency in training, education and/or assessment services provided - framework for consultation processes with stakeholders for development of training, education and/or assessment services - framework under which the provision of training, education and/or assessment services is conducted - identification of roles and responsibilities of key personnel in the school - mechanisms to facilitate continuous improvement within the learning and teaching process and/or assessment services

	• transparency of the learning and teaching process and/or assessment of school approach to learning and teaching process and/or assessment services
Assessment methods	May include but not limited to: • analysing document logs • written testing, interviewing and/or questioning • real work, real time activities (for example, direct observation and third party reports) • reviewing evidence regarding recognition of current competence / knowledge, skills and attitudes recognition
Assessment tools	May include but not limited to: • instruments for recording summative assessment outcomes against the requirements of the standard • procedures, information and instructions for the assessor or candidate on use of assessment instruments and assessment conditions • tools for use in assessments
Wider operational needs	May include but not limited to: • managing assessment and reporting of outcomes relating to supervisors' level of competency, supervisors' competency gaps, compliance, human capital, knowledge, level of performance, service standards, talent
Learning resources	May include but not limited to: • learning resources and learning materials developed under the School program • the education and training policy and strategy, standards, guidelines, manuals, frame works, and school learning resources • published, commercially available support materials for school learning • School Learning support materials such as references and text books, teachers' guides, case studies, professional development materials, assessment materials (videos, CDs and audio tapes)
End-to-end implementation of school learning strategy	May include but not limited to: • Design, organization, development, delivery, presentation, testing and assessment, EMIS and /or LIS • reporting and managing activities that span the full supply chain such as quality, procurement, record keeping and administration

Evidence Guide for Standard 1 of Supervisors' Professional Competency

Evidence Guide	
Critical aspects of Competence	**Evidence of demonstrated capacities to:** • Research and evaluate model approaches to school learning • develop consultation and communication processes to support and encourage participation in school learning strategy design, implementation, and revision • initiate and implement learning program partnerships in line with the relevant school requirements • source, and if required, modify learning resources or assessment tools to meet the requirements of school learning strategies
Underpinning Knowledge and understandings	Demonstrate knowledge of: • authoritative responsibilities and parameters within the school • consultation and communication processes to support and encourage school input into policies and procedures development processes • contemporary approaches to assessment instruments and strategy design • contemporary school learning strategy design, development, implementation process, their impacts on a school and continuous improvement processes • locations, types and sources of relevant school documentation • school evaluation strategies • school learning theory • relevant policy, legislation, codes of practice and national standards • Technology and systems requirements to support a school learning strategy.
Underpinning Attitudes	• Collaborative; • Appreciate equity, diversity, ethical and democratic practices, and lifelong learning; • Insist upon high standards and foster respect across the whole school community; • Respect the best interests of the community; • Recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing';

Underpinning Skills	Demonstrate skills to: • communicate ideas, policies and procedures of the schools; • encourage participation across all levels of personnel and customers; • seek opinions and elicit feedback from a range of stakeholders; • develop, implement and review school learning strategy; • establish rules and procedures to ensure the effective implementation of school learning strategy; • assess performance of resources relating to school learning strategy • complete research and analyze findings; • evaluate outcomes of a school learning strategy; • design and create systems and processes to support learning; • evaluate personal effectiveness and professional competence;
Resources Implication	Resource implication for assessment may include: Access to required assessment facilities and resources; ➢ Cost /time considerations; ➢ personnel requirements; ➢ access to guidelines, competence standard and procedures for assessments; ➢ access to assessment materials and tools; ➢ access to suitable assessment venue/equipment;
Assessment Methods	Competence may be assessed through: • direct questioning combined with review of portfolios of evidence and third party reports on the performance by the candidate; • review of school approach to design learning, teaching and assessment activities; • observation of contextual application of knowledge and skills; • Oral or written questioning to assess knowledge of school learning theory;
Context of Assessment	This standard may be assessed in the real learning and teaching environment /school/ or suitable assessment venue facilitated by the Regional Education Bureaus.

Standard 2 for Supervisors' Professional Competency

Standard Title	Initiate, Conduct and Lead Educational Research
Standard Code	PCSSSE12A2*
Elements	Performance Criteria/Indicators
2.1 construct an educational research strategy to Initiate, support and lead the school principals and teachers	a) Clarify and confirm *educational research purpose* and needs of the *target group* b) Review relevant research ethics and codes of conduct c) Identify and analyze *factors affecting the reliability and validity of data* d) Establish mechanisms for collecting and maintaining data in a systematic manner e) Develop educational research strategy f) Frame the research strategy in consideration of available *tools* and *resources* g) *Support, monitor and evaluate the implementation of the research strategy*
2.2 Support school principals and teachers in selecting and using a range of Educational research techniques	a) Review and evaluate a range of *Educational research methods*, *theories* and *data collection techniques* b) Use, as appropriate, *suitable technology* and technology services to support data collection and analysis c) Access *appropriate sources of information* and *contributors* relevant to the research d) Optimize *relevance of the research* through integrity of the data collected and analysis tools used
2.3 Support school principals and teachers in analyzing and presenting findings	a) Identify the need for and an appropriate approach to, further research b) Collate and analyze data for relevance against the original educational research strategy c) Review data and research findings for accuracy of details and adherence to any *legal requirements* d) Document and *present research findings* in a clear and logical manner consistent with audience needs e) Evaluate how research findings such as trends and changes will impact on learning strategy

ENPSSS12SA1: Ethiopian National Professional Standards for School Supervisors Endorsed in 2012 Standard Original Version of Standard 2

Range of Variables for Standard 2 of Supervisors' Professional Competency

Variable	Range
Educational research purpose	may be contained in documents such as: • agreements, research brief, research contracts, research guidelines research statement;
Target group	may include but not limited to: • age cohort, cultural background and needs, diversity learners/students, learning styles and preferences, level of education achieved, competency profile, socioeconomic background;
Educational research strategy	may cover but not limited to: • analysis of school specific trends, statistics and issues; • collection of data to assist informed decision making, planning or risk management; • data and information relating to strategy, policy, practices, or work processes developed and implemented by an organisation; • formation of solutions to complex problems; • information and analysis needed to develop school strategic plan, or sector plan and strategy; • information and analysis to conduct a strategic or community campaign or activity; • relationship or relevance of a theory, principle or practice to an immediate practical problem, issue or to test a proposed solution;
Factors affecting reliability and validity	may include but not limited to: • sample size; • type or survey used (e.g. comparing types and methods to increase validity); • capacity to generalise findings across the whole population; • access appropriate population;
Hypothesis is:	• conceptual or operational proposition or explanation that will be tested through the conduct of the educational research;
Tools	May: • be designed for electronic or physical presentation; • involve a range of technologies (online or computer-based);
Resources	may include but not limited to: • components required, references, design specifications, infrastructure, monetary, physical, technical manuals, samples;
Educational	may cover but not limited to:

research methods and theories	- methods such as action research, case study, classification, experience and intuition, experiments, interviews, map making, mathematical models and simulations, participant observation, physical traces analysis, semiotics, surveys (statistical data analysis statistical surveys); - content, textual analysis, theories and techniques, which will vary upon consideration of application of statistical methods; causal factors and dependant or independent variables; critical analysis, experimental, quasi-experimental, non-experimental, mathematical calculations, problem solving, qualitative or quantitative research, sampling and sample size;
Data collection techniques	may include but not limited to: - collaboration with other experts or mentors, desk research, document research, field study, observation, physical items analysis, interviews, questionnaires, surveys;
Suitable technology	may include but not limited to: - communication technology and networks; - databases and the use of spreadsheets, graphs, trend and time series, and mathematical equations; - hardware and software
Appropriate sources of information	may include but not limited to: - archives, community organisations, computer data including internet, discussions with stakeholders and educators, government bodies, professional associations and organizations, education journals, libraries (text, film, video, sound, graphic), media (film, television, radio, newspapers, multimedia) media archives museums, galleries, organisational policies, procedures and journals, personal observations and experience, reference books;
Contributors	may include but not limited to: - individuals and groups both inside and outside the schools who have some direct interest or expertise in relation to the educational research or who provide data;
Relevance of the research	may be based on: - available time and resources; feasibility of implementing the recommendations; findings of previous and current research; original research parameters and brief; quality and credibility of the methodology; value of its usefulness; value of the information and data;
Legal requirements	may include but not limited to: - agreements with third parties that supply research or data;

	competency standard and contracts; • copyright and privacy laws relating to physical materials and electronic technology and license; • relevant government legislation, policy, codes of practice and national standards and security of information;
Presenting research findings	may include but not limited to: • circulating publications for comment and critique on the internet • contributing to strategic policy; • drafting publications or reports; • presentations at seminars and conferences; • providing data, plans, specifications and reports resulting in changed work practice/s or design/s; • providing internal reports verbally, in writing or via presentations • publishing papers and articles for expert review and audiences; • publishing reports and articles for lay audiences;

Evidence Guide for Standard 2 of Supervisors' Professional Competency

Evidence Guide	
Critical aspects for assessment and evidence required to demonstrate competency in this Standard	**Evidence of demonstrated capacities to:** • formulate research proposals or plans; • design an educational research project using appropriate tools and techniques; • develop and present research report with analysis of data, and valid and reliable findings; • clarify utility and relevance of research results;
Underpinning knowledge and Understandings	Knowledge of: • communication processes and methods; • Educational research techniques; • legislations, regulations, policies, procedures and guidelines relating to handling or storing data, including privacy and freedom of information • research ethics and codes of conduct;
Underpinning Attitudes	• Collaborative; • Appreciate equity, diversity, ethical and democratic practices, and lifelong learning; • Insist upon high standards and foster respect across the whole school community; • Respect the best interests of the community;

	• Recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing;
Underpinning Skills	• communication and teamwork skills to analyze, interpret structurally intricate information in the area being researched; consult with target groups using a range of communication techniques; and present research results creatively to meet audience needs; • planning and organising skills to construct an educational research strategy with consideration of available resources, initiate educational research activities and manage an educational research projects; • problem-solving skills to develop and examine the validity of hypotheses using a range of educational research techniques; • self-management and learning skills to manage own time and determine priorities; review and adhere to relevant ethics and codes of conduct; store data to maintain privacy and confidentiality of information; conduct research to develop capabilities and learning related activities; • technical skills to select suitable technology and technical services; use a range of software programs; use technology and the internet to discover, access, collect and store data, information and research in a systematic manner;

Context of and specific resources for assessment	• This standard may be assessed in the real learning and teaching environment /school/ and/or suitable assessment venue facilitated by the Regional Education Bureaus;
	• The assessment must ensure:
	  ➢ research activity related to an actual school context and topic;
	  ➢ the competence based on the current and documented assessment results

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. Examples: • direct questioning combined with review of portfolios of evidence and third party reports on performance by the candidate; • assessment activities relating to conducting research; • observation of contextual application of knowledge and skills; • Oral or written questioning to assess knowledge of educational research;

Standard 3 for Supervisors' Professional Competency

Standard Title	Apply Current Knowledge and Understanding in Educational Practices
Standard Code	PCSSSE12A3*
Elements	Performance Criteria/Indicators
3.1 Evaluate current educational practice to support schools improve learning practices	a) Observe and assess **learner styles** with respect to appropriateness of current **learning strategies** b) Plan improved learning practice based on experience, personal interests and styles of learners, c) Review advances and existing challenges in **learning practice** to develop and test improved approaches d) Analyze interests, abilities, relationships and contextual needs of **relevant individuals** when promoting improved learning practice e) Review how a range of **appropriate learning theories** and **instructional design principles** can improve learning practice for schools
3.2 Enable schools to design and implement their structures and processes in adapting improved learning practices	a) Propose appropriate management structure and process to support the coordination of school planning and implementation, b) Develop planning guidelines and systems which are clear, fully documented and accessible to all involved in learning- teaching process c) Support schools to identify the overall strategic goals and translate them to the set of understandable, measurable and attainable aims and objectives d) Support and enable schools to manage and improve their strategic performances and practices e) Encourage the school principals to use leadership and management concepts to develop and manage school improvement program, f) Support schools to Identify appropriate **strategic partners**, and negotiate and maintain participation in the planning and implementation processes, and in reporting. g) Assist and consult the implementation of school planning to ensure responsiveness to learner needs and maximize the achievements of students h) Support schools to Identify, develop and implement appropriate evaluation arrangements with representation from relevant stake-holders to examine issues, trends and outcomes of the schools

	i) Complete the necessary evaluation and all the required reporting for relevant stakeholders and provide feedback in a timely way in accordance with school requirements	
3.3 Promote and guide effective school services	a) Use a range of **communication mediums** and activities to convey information about the activities and achievements of the school to encourage support of the stakeholders b) Seek and utilize opportunities to promote the schools services through media, government and the community c) Use formal and informal networks as channels to communicate school activities and achievements d) Identify and implement mechanisms for effective coordination of activities and services e) Address promptly problems in implementing defined procedures to ensure resolution f) Prepare and present reports which comprehensively and accurately describe school activities and achievements to relevant stakeholders and managements, as required g) Serve, when required, management board meetings to ensure effective and informed deliberations and decision-making	
3.4 Plan and prepare monitoring, and evaluation program to provide appropriate feedbacks and supports to the schools for improvement	a) Prepare and document the ***objectives and scope of the evaluation*** b) Identify the ***data and information*** required and access sources of information c) Establish a project plan and timelines which identify tasks and ***stakeholder in*** ***the evaluation process*** d) Select and brief staff to be involved in the evaluation e) Establish constructive relationships with the stakeholders identified in the evaluation plan f) Analyze evaluation data and Information to identify factors affecting performance and suggest possible enhancements or alternatives to the learning-teaching program g) Develop feedbacks on the effectiveness and efficiency of the learning and teaching program, as per the evaluation objectives and scope	

ENPSSS12SA1: Ethiopian National Professional Standards for School Supervisors Endorsed in 2012 Standard Original Version of Standard 3

Range of Variables for Standard 3 of Supervisors' Professional Competency

Variable	Range
Learning practice	may be: • applicable pedagogy or learning theories and their relationship to the educational strategies, techniques and approaches that can be used to improve learning
Relevant individuals	may include but not limited to: • school leaders and teaching staff; community/community representatives; government bodies; professional associations; learners/students; subject or technical specialists and experts; universities and colleges; development partners
Appropriate learning theories	may include but not limited to: • applied learning models, behavioural learning theory, cognitive learning theory, constructivist theory, discovery learning theory, humanistic approach, information processing theory, problem-based approach, situational approach social learning theory,
Instructional design principles	may include but not limited to: • application of the principles • inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning • need for learner activity and interactivity • opportunities for review of material and repetition • presenting material in a logical order and sequence • presenting material in order of increasing difficulty • structuring information effectively, etc
Learner styles	may include but not limited to: • activist, auditory, analytical, kinaesthetic, pragmatist, theoretical, reflective, visual;
Learning strategies	would include but not limited to: • being logical, innovative and engaging to the learner group • establishing the learning context • identifying learner needs • identifying the delivery and assessment arrangements • identifying learning competency or other criteria which best reflect these needs • indicating pathways to, from and within the qualification;

	- identifying the operational resources needed to deliver the strategy - outlining the learning framework which has been designed and sequenced to maximise learning - providing a review process both before and after implementation
Research	may be compiled through: evaluations of existing learning-teaching processes, focus group discussions, informal discussions, internet browsing, interviews, literature reviews, document analysis, questionnaires, workshops
communication mediums	May include but not limited to: - Verbal presentations, letters ,brochures - Fliers and other written advertisements - Poster and other artwork and audiovisual advertisements
strategic partners	**May include but not limited to**: School networks, Professional associations, key agencies / organisations, Local government bodies, Funding agencies, Business leaders, Community leaders, Social /economic/ political researchers, analysts and advisers, Media, Special interest groups;
Objectives of the evaluation study	May include but not limited to: - evaluating the effectiveness of the learning-teaching in meeting teaching staff needs - estimating the cost effectiveness of the education program provided - evaluating outcomes of a learning or assessment process - determining or trialling new methods - establishing stakeholders satisfaction - ensuring learning / assessment strategies and programs are relevant to stakeholders needs and capability requirements - determining resource requirements - Providing solutions to school performance problems.
Scope of the evaluation study	May include but not limited to: - specific learning-teaching and/or assessment services - specific learning-teaching and/or assessment methods - specific aspects of learning-teaching and/or assessment processes - facilitate partner organisation arrangements - Teaching staff training needs.
Data and information to be gathered	May include but not limited to: Work performance, school productivity/effectiveness, community feedback, Student and staff feedback.
Stakeholders in	May include but not limited to:

the evaluation process	• partner organisations, students and parents, School supervisors, principals, teachers and students, non-teaching staff, curriculum designers
Technique(s) for gathering data/information	May include but not limited to: • Surveys; group discussion sessions; researching of school performance data • conducting interviews with students, teachers and their supervisors, parents, parent-Teacher-Association, school principals, unit leaders and department heads • Examining the school documents and systems, such as; policies and procedures; learning and assessment strategies; learning-teaching/assessment records; assessment tools evaluation questionnaires; Resources for delivery and assessment including assessment tools.
Evaluation instruments	May include but not limited to: • Surveys, feedback forms, work performance specifications, questionnaires, diaries, discussions and group questions
Areas of possible improvement	May include but not limited to: • analysis of skills requirements and learning-teaching needs; design of teaching methods and assessment strategies; teaching materials development; delivery methods and resources for teaching; assessment methods and tools; student liaison and management

Evidence Guide for Standard 3 of Supervisors' Professional Competency

Evidence Guide	
Critical aspects of Competence	**Evidence of demonstrated capacities to:** • construct pedagogically sound and contextually relevant learning strategies for improved learning practice • research on theory and practice in relation to advanced learning practices • design and implement school structures and processes • design strategies to involve and communicate with all major stakeholders • Promote and direct effective school services • evaluate a learning-teaching program against teaching staff performance needs and capability requirements • produce an evaluation report that addresses all phases of the evaluation

	process including recommendations on areas for improvement • Critically review the evaluation process and approaches taken and propose changes to improve the process.
Underpinning Knowledge and understandings	Demonstrates knowledge of: • contemporary policy and approaches to learning and assessment; • content and requirements of the relevant delivery and assessment strategies; • learning theory, principles and practices; • different learning styles and how to encourage learners; • learners and context of learning; • range of appropriate learning strategies, teaching and assessment methods; • pedagogical theory and practice; • sources and availability of relevant learning resources and learning materials; • teaching techniques which enhance learning and when to use them; • Management systems and principles; • Performance standard; • Administrative systems and principles; • Performance monitoring and evaluation; • Statutory, legislative and policy requirements, codes of practice and standards; • Schools' operation system;
Underpinning Attitudes	• Collaborative • Appreciate equity, diversity, ethical and democratic practices, and lifelong learning. • Insist upon high standards and foster respect across the whole school community. • Respect the best interests of the community • Recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing

Underpinning Skills	Demonstrates:
	• communication skills to:
	   ➢ work with specialists, colleagues, schools' community and other main stake holders; and
	   ➢ facilitate vertical and horizontal communication skills within the system;
	• learning-related skills to monitor learner progress, difficulties and readiness for assessment or new areas of learning;

	- planning and organising skills to evaluate effectiveness of learning practice for improvement; - teamwork skills to work with colleagues and monitor group and individual interactions; - Technological skills to complete electronic research, and to review and discuss learning modes and practices that involves information and communication technology; - Strategic thinking skills; - Decision making skills; - analysis and interpretation skills to evaluate information management systems, policies and procedures of schools; - language skills to interpret education program requirements, develop resources to support the evaluation process and communicate with key stakeholders; - planning and organizing skills to plan projects, plan and sequence work programs, and coordinate the work of self and others; - Research and evaluation skills to investigate learning-teaching process and teaching staff data, and determine and implement appropriate improvement;
Resources Implication	Assessment must ensure: - the competence based on the current and documented assessment results (competence is consistently demonstrated over time, and over a range and variety of complex situations) - access to required assessment facilities and resources
Assessment Methods	Competency related to this standard may be assessed through: - direct questioning combined with review of portfolios of evidence and third party reports on performance by the candidate - review of activities, relating to the research, construction and testing of advanced learning and teaching practice for a specific target individuals and learning content in a given school context - direct observation of contextual application of knowledge and skills - oral or written questioning to assess knowledge of constructing and implementing advanced learning and teaching practice; school learning theory. - review of applied projects or learning activities, such as modelling, motivation, planning and implementing training and assessment, designing school's approach to education and assessment services
Context of Assessment	Competence may be assessed in the real learning and teaching environment /school/ or suitable assessment venue facilitated by the Regional Education Bureaus.

Standard 4 for Supervisors' Professional Competency

Standard Title	Implement Effective and Participatory School Leadership and Management
Standard Code	PCSSSE12A4*
Elements	**Performance Criteria/Indicators**
4.1 Provide support for school teachers and principals to ensure effective instructional leadership	a) support teachers and principals in developing strategic and operational plans; b) support teachers to promote effective classroom management; c) identify and implement efficient and participatory teaching methods; d)propose efficient and transparent assessment methods ;
4.2 Ensure efficient and participatory school management	a) create strong link between the teaching and administrative staff; b)support schools in implementing effective and efficient school resource management ; c)ensure community involvement in school leadership and management; d) support schools in monitoring and evaluating their performances regularly;
4.3 Propose strategic change requirements and opportunities for change management	***a) Review existing school practices against strategic objectives to identify** strategic change needs;* b) Monitor trends in the **external environmen**t to identify events or trends that impact on the achievement of school objectives; c) Identify major operational change requirements due to performance gaps, opportunities or threats, or management decisions; d) Engage stakeholders in the change identification process through effective communication; e) Consult specialists and experts to assist in the identification of major change requirements and opportunities ; f) Review and prioritize change requirements or opportunities with **relevant managers;** g) Undertake cost-benefit analysis for high priority change requirements and opportunities; h) Undertake risk analysis, identify barriers to change, and agree and record mitigation strategies; i) monitor and evaluate the implementation of the change management

	strategy ;
4.4 Provide Support for schools to have appropriate Learners Diversity Management	a) Analyze school learner diversity management practices to support the implementation of the relevant policy
	b) Identify and define the key elements of diversity from a range of perspectives to create common understanding as related to learners' diversity management at schools
	c) Review theoretical models of learners' diversity management practices to support schools excel in learners' diversity management.
	d) Support Schools in developing and implementing appropriate learners' diversity management strategy
	e) Monitor and evaluate the implementation of the strategy to provide feedbacks for the improvement of the school learner diversity management Strategies and practices
4.5 Lead Improvement, Innovation and Change	a) Generate system concepts and options for innovative thinking and creativity
	b) work with school principals and community to Create a physical environment which supports innovation and improvement
	c) Lead improvement and innovative practices
	d) Establish and support a culture of innovation
	e) Develop and implement strategies to support the sustainability of the innovative thinking and practices

ENPSSS12SA1: Ethiopian National Professional Standards for School Supervisors Endorsed in 2012 Standard Original Version of Standard 5

Range of Variables for Standard 4 of Supervisors' Professional Competency

Variable	Range
Strategic change needs	may include but not limited to: • actions arising from strategic planning activities to bring about major changes in the schools, which may be related to school community, processes, technology, structure;
External environment	May refer to factors that are: • stakeholders-driven, ecological, economic, ethical, global, legal, political, social, technological, the move to a knowledge economy

Relevant managers	may include those: • affected by the change; holding a leadership position in the schools; participating in the change project
Barriers to change	may include but not limited to: • challenges to group norms or established roles; existing school culture; existing reward systems; fear of loss of status, security, power or friends; interdepartmental rivalry or conflict; lack of involvement in the change; low morale; vested interests
Resources	May include but not limited to: • teachers and school principals; external and internal consultants; financial and budget allocation; hardware and software; physical assets, etc
Interventions and activities	may include but not limited to: • action research; career planning; job redesign; sensitivity training; succession planning; surveys (with feedback); team building; termination or redeployment; training; transition analysis
Significant events	may include but not limited to: • cultural; economic; historical; mental; physical; psychological; social environmental; political; religious
Cultural norms in schools	may include but not limited to: • communication practices; levels of formality; pedagogical practices roles and relationships
Individual and group techniques	may include but not limited to: • brainstorming; cost-benefit analysis; flow charts; jotting down words; mind maps; process analysis; review of approaches/procedures used by competitors; strengths, weaknesses, opportunities and threats (SWOT) analysis; value analysis; visual imagining; Other creative thinking strategies.
Range of techniques and tools	may include but not limited to: • brainstorming; concept maps; creative thinking matrix; foresight tools; mind mapping; nominal group technique; Scenario analysis.
Overall context	may include the environment relating to: • Culture; electronic and non-physical context; global; federal; local or regional; School community.
Conditions for innovation	may span causal factors and issues relating to: • ability to gain and respond to customer feedback; available resources (in all their forms); school system; changes to workflow and processes; competency, capability and skills of the staff; culture and values; economic change; emerging technologies; executive support

	for innovation; internal and external factors; globalisation; government regulations, policy or funding initiatives; learning culture; management practices; school socio-cultural circumstances and issues; research and development focus and support; shift to knowledge economy or new economy; structure and design of work in the school; technology change and convergence; vision, core purpose and capabilities
Drivers are factors or changes that impel innovative practice	may include but not limited to: • Community expectations; globalization; new legislation (such as compliances); policies; Technology change.
Enablers are factors that help innovation overcome barriers	may include but not limited to: • Breakthroughs; collaboration; culture; development; inventions; management support; profitability; research; resources; responsiveness; skilled staff; technology
Impact of the physical environment	may relate to: • extent to which design or style links with declared philosophies or objectives; external areas; general ambience of the work environment; location of different people; presence and ambience of relaxation areas; use of creative messages or images in the schools; School space design; School arrangements and opportunities for interaction
Leadership style:	Will usually be differentiated by five classical approaches: • autocratic (non-participative); charismatic flexibility; democratic (participative); laissez faire (free reign); paternalistic
Risks	may include but not limited to: • lack of motivation; environmental; Product/outcome failure; professional incompetence; resource deficiencies; system and process failures
Mechanisms at system and process level	may be physical or electronic and related to: • customer management; human resources; information technology; learning; operations; planning (strategic); quality; research and development; risk and resource management; Structural and performance hierarchies (strata).

Evidence Guide for Standard 4 of Supervisors' Professional Competency

Evidence Guide	
Critical aspects of Competence	**Evidence of demonstrated capacities to:** • develop a change process that details rationale for the change and its objectives • implement a change process • critically evaluate the management process of a change • respond to resistances to change • apply knowledge of learner diversity management strategies and techniques • communicate with diverse groups and individuals in the schools environment • apply knowledge of communication styles and methods to use with people with different needs, • promote innovative thinking and practices in a school context
Underpinning Knowledge and understandings	Demonstrate knowledge of: • effective instructional leadership • efficient and participatory school management • change management process or cycles • components of a change management project plan • impact of the external environment on change strategies • School behavior • range of strategies for embedding change • communication styles and methods, and cultural procedures for use with people from a range of social background, • theoretical models of diversity needs • cultural bias inherent in any conceptual model of diversity • Personal and cultural assumptions shaping expectations and learning outcomes • current and past theories and thinking about innovation and creativity • leadership styles including the way that different approaches impact on innovation in schools, • social, political, economic and technological developments that determine the broad context for innovation in the relevant school context • legislative framework that affects school operations in a given context, • management techniques and tools for the encouragement of creative thinking and for turning good ideas and creative thinking into

	innovation
	• school context for innovation including overarching mission, objectives and strategies
	• risk assessment and management strategies in the context of innovation
	• theories, processes and practice of school transformation and the management of the stages of change
	• typical strategic challenges and barriers to innovation within the schools and ways of overcoming these challenges and barriers
Underpinning Attitudes	• Collaborative • Appreciate equity, diversity, ethical and democratic practices, and lifelong learning. • Insist upon high standards and foster respect across the whole school community. • Respect the best interests of the community • Recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing
Underpinning Skills	Demonstrates skills to: • high level interpersonal and leadership skills to obtain acceptance of change processes and to inspire trust • innovative skills to think laterally and to develop creative means to enable people to accept change positively • learning skills to enable openness to new ideas and techniques which could contribute to ongoing School improvement • planning and organising skills to sequence events and to enable staff to be clear in times of change or turbulence; and develop, implement and sustain practical strategies for innovation • problem-solving skills to identify and respond to barriers to the change and analyse risks; negotiate in difficult and complex situations; • project management skills to implement the change management strategy • teamwork skills to consult with relevant groups and individuals for input to the change process; and work effectively with the schools community • communication skills to interact and negotiate in a range of cross-cultural contexts in relation to school education; and consult with relevant stakeholders and promote the change management plan • Technology skills to research online and use libraries for gaining knowledge and information about learners' diversity • research and analytical skills to work with structurally intricate and

	conceptually complex innovation texts and broader school contexts; and to develop materials which deal with complex ideas and concepts • self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development • Leadership skills to generate, promote and sustain innovation in a school or community setting
Resources Implication	Assessment must ensure: • Access to appropriate documentation and resources normally used in schools. • Access to education-related school context in which cross-cultural communication and negotiation are required • Assessment over a sufficient timeframe to allow holistic assessment of the candidate's capacity to lead and sustain innovative thinking and practice • Opportunities for interaction with others to reflect the collaborative nature of the innovation process • Access to current school documentation and support materials
Assessment Methods	The Standard may be assessed through: • analysis of responses to case studies and scenarios around change management • review of records outlining consultation with relevant groups and individuals for input to the change process; analysis of interaction between the key elements of culture and learners' diversity needs; evaluation of teaching styles, educational practices, delivery and assessment methods in different schools • direct questioning combined with review of document logs of evidence and third party reports on performance of the candidate • analysis of projects, responses to problem-based case studies/related task, completed records and reports developed by the candidate • Evaluation of formal and informal coaching and strategies applied to improve schools communication practices. • oral or written questioning to assess knowledge of change management strategies; personal and cultural assumptions shaping expectations and outcomes; and assessment methods
Context of Assessment	Competence related to this standard may be assessed in the real learning and teaching environment /school/ or suitable assessment venue facilitated by the Regional Education Bureaus.

Standard 5 for Supervisors' Professional Competency

Standard Title	Identify and Interpret Compliance Requirements
Standard Code	PCSSSE12A5*
Elements	**Performance Criteria/Indicators**
5.1 Clarify the scope of school operations	a) Identify and review the relevant *range of operations* and the sphere of work arrangements of schools b) Conduct an analysis of the operations and work arrangements of schools and identify the functions, and services that may be subject to *compliance requirements* c) Obtain approval of plans from relevant organizational head and communicate it to schools d) Monitor, support and evaluate schools understandings of scope of their operations as related to compliance requirements
5.2 Identify compliance requirements	a) Conduct a search of *information on internal and external compliance requirements* using appropriate *search resources* b) Ensure the search of compliance requirements; scan across all relevant *jurisdictions of laws*, *regulations*, *organizational code and standards* and identify pertinent compliance requirements c) Progressively review information collected in terms of its relevance to school operations and services d) Organize and store gathered *information on relevant compliance requirements* in an appropriate format for further analysis
5.3 Interpret, analyze and prioritize the identified compliance requirements	a) Review and interpret collected information in terms of its relevance to school functions, services and outcomes b) Discuss and clarify with *relevant internal or external personnel* ambiguities, uncertainties and problems experienced in interpreting identified compliance information c) Identify, analyze and prioritize relevant compliance requirements in terms of critical implications for the schools and risks and consequence of possible breaches d) Group pertinent compliance requirements into: • those that are critical and central to school operations, • those that are important in some circumstances but are not central to school operations, and • those that are pertinent but are incidental to school operations
5.4 Document	a) Organize and document outcomes of the identification and

	interpretation activities
and enable schools to meet compliance requirements	**b)** Prepare and communicate reports of relevant compliance requirements and assessment of implications to ***relevant personnel performing specific compliance management functions***
	c) Monitor, support and evaluate the documentation process of the compliance requirements to promote compliance management function

*ENPSSS12SA1: Ethiopian National Professional Standards for School Supervisors Endorsed in 2012 Standard Original Version of Standard 6

Range of Variables for Standard 5 of Supervisors' Professional Competency

Variable	Range
Range of operations	May include but not limited to: • full range of operations of schools at a particular site • full range of operations of schools distributed across multiple sites • Operations of a particular section or school unit.
Compliance requirements	May include but not limited to: • internal organisational compliance requirements in such areas as anti-discrimination, including discrimination by race, sex, ability or disability, religion, etc.; alcohol and drug use, child protection, construction, copyright, school governance, customs, recognition; education, electricity, environmental protection, equal opportunity; gambling; health, human rights; racing; tobacco; water supply, • different types of internal and external compliance requirements, including school guidelines, procedures, standards or codes of practice; school, woreda, regional, federal and global regulations; statutory standards or codes of practice
Information on internal and external compliance requirements	May include but not limited to: • policy, strategies, standard of operating procedures, and codes of practice • published material relevant to compliance requirements held in either internal or external libraries • relevant legislation, regulations and licensing requirements pertinent to the school operations and sphere of education system

Search resources	May include but not limited to: • computer terminals linked to data sources either via the internet, internal networks, or CDs • library resources and materials, including school compliance requirements related books, manuals, standards, and other multimedia resources • Published information on such things as relevant legislation, regulations, licensing requirements, codes of practice and standards.
Jurisdictions of laws, regulations, School codes and standards	May include but not limited to: • Schools, Local, Regional, federal, global
Information on relevant compliance requirements	May include but not limited to: • correspondence, emails and other written information provided by internal and external personnel contacted during search activities; information downloadable from relevant websites; newsletters, bulletins and information sheets and other similar periodic documentation distributed by relevant regulatory authorities and bodies • published information on legislation, regulations, codes of practice, standards, licensing requirements, standard operating procedures, etc • Records of conversations and meetings with relevant internal and external personnel
Relevant internal personnel	May include but not limited to: • School management boards; School principals; compliance management team compliance specialists at the operational or school level; senior school management team
Relevant external personnel	May include but not limited to: • legal and educational advisors and consultants with expertise in compliance management • representatives of professional associations and institutes Relevant to the schools' operations and the sphere of the education system • representatives of relevant authorities in pertinent compliance areas
Relevant personnel performing specific compliance	May include but not limited to: • Compliance management consultants; management officers; managers; Legal personnel specialising in compliance management; Line managers with specific compliance functions.

management functions	

Evidence Guide for Standard 5 of Supervisors' Professional Competency

Evidence Guide	
Critical aspects of Competence	**Evidence of demonstrated capacities to:** • Document, process and Use school compliance requirements • identify, analyse and interpret school compliance requirements
Underpinning Knowledge and understandings	Demonstrate knowledge of: • statutory and legislative requirements to meet legal and policy requirements • elements of compliance requirements and related management systems, including documentation of compliance requirements relevant to schools; specification of compliance management functions, accountabilities and responsibilities within schools; compliance related management information systems; record-keeping systems required for compliance management; liaison procedures with relevant internal and external personnel on compliance-related matters; compliance reporting procedures; school induction and training processes related to compliance management; processes for the internal and external distribution and promotion of information on compliance requirements and management systems
Underpinning Attitudes	• Collaborative • Appreciate equity, diversity, ethical and democratic practices, and lifelong learning. • Insist upon high standards and foster respect across the whole school community. • Respect the best interests of the community • Recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing
Underpinning Skills	Demonstrates: • interpersonal and communication skills to contribute to the development of a positive culture of compliance within schools; work with internal and external personnel with the recognition of schools compliance requirements and management system; relate to internal and external personnel, including those representing relevant regulatory authorities, professional institutes and organisations

	• project management skills to conduct compliance requirement identification activities; manage other personnel involved in the identification and interpretation of compliance requirements; research, analyze, identify, interpret and communicate school compliance requirements
Resources Implication	Access is required to: • Real situations, including schools, relevant materials and equipment, and to information on school practices. • Policies, strategies, plans and procedures in the implementation processes • Relevant published material on legislation, regulations, licensing requirements, codes of practice, standards, etc. • Appropriate computer resources for online searching and review of relevant compliance requirements.

Assessment Methods	The Competency related to this standard may be assessed through:
	• A range of assessment methods which should be used to assess practical skills and knowledge. The following examples are appropriate for this standard:
	• observation of activities undertaken to identify compliance requirements
	    ➢ assessment of reports identifying compliance requirements and containing analysis of the implications of those requirements on organisational objectives, processes and systems
	    ➢ direct questioning combined with review of portfolios of evidence and third-party school reports of on-the-job performance by the candidate
	    ➢ observation of interactions with internal and external stakeholders while identifying compliance requirements
	    ➢ oral or written questioning to assess knowledge of compliance requirements and their impact on organisational objectives, processes and systems
	    ➢ review of authenticated compliance promotional documents or computer files from the schools environment

Context of Assessment	Competence related to this standard may be assessed in the real learning and teaching environment /school/ or suitable assessment venue facilitated by the Regional Education Bureaus.

Standard 6 for Supervisors' Professional Competency

Standard Title	**Develop Self, Individuals and Team**
Standard Code	PCSSSE12A6*
Elements	**Performance Criteria/Indicators**
6.1 Identify individual and group learning and development needs	a) Identify **learning and development needs** in line with **school requirements** b) Encourage individuals to self-evaluate performance and identify areas for improvement c) Collect feedback on performance of team members from relevant sources and compare with established team learning needs d) Agree on the identified individual and group learning and development needs, and collaboratively plan to meet the needs
6.2 Set personal targets and take responsibility for self and others' development	a) Regularly review own and others' practices b) Develop and implement **learning plans** as an integral part of self, individual, group or team and school performance plans c) Show Commitment to facilitate life-long learning for self and others d) Develop a culture of higher expectations for self and others
6.3 Create professional learning opportunities for self, individuals and group or team development	a) Identify potential formal and informal **learning opportunities, including work place learning opportunities,** to meet learning needs in relation to the needs of the schools b) Develop strategies to ensure that learning plans reflect the **diversity of needs** c) Ensure school procedures maximize individual and team access to, and participation in, learning opportunities d) Ensure that effective liaison occurs with **training and development institutions** and contribute to learning opportunities which enhance self, individual, group or team and school performance
6.4 Facilitate and promote self, individual and group or team learning	a) Support schools to Implement their procedures to ensure workplace learning opportunities and contribute to the development of appropriate knowledge, skills and attitudes b) Support schools to implement strategies and procedures to encourage individuals and teams or groups to assess their own competencies and identify their own learning and development needs c) Develop strategies to ensure that workplace learning opportunities are used and that school communities are encouraged to share their skills and

	knowledge to **encourage a learning culture** within schools
	d) Recognize workplace learning achievements through timely and appropriate feedbacks and rewards
6.5 Monitor, evaluate and improve learning effectiveness	a) Use strategies to ensure that team and individual learning performance is monitored, and determine if there is any additional need for work-based support
	b) Use feedback from individuals, teams and schools to identify and introduce improvements in future learning arrangements
	c) Make adjustments, negotiate with training and development institutions, to improve the efficiency and effectiveness of learning
	d) Ensure that records and reports of competency are documented and maintained within school systems and procedures to inform future planning

ENPSSS12SA1: Ethiopian National Professional Standards for School Supervisors Endorsed in 2012 Standard Original Version of Standard 9

Range of Variables for Standard 6 of Supervisors' Competency

Variable	Range
Learning and development needs	may include: • career planning/development; coaching, mentoring and/or supervision; formal/informal learning programs; internal/external training provision; performance appraisals personal study; recognition of current competence/skills recognition; work experience/exchange/opportunities; skills assessment
school requirements	may include: • access and equity principles and practices, anti-discrimination and related policy, school performance plans, confidentiality and security requirements, defined resource parameters; • ethical standards, goals, objectives, plans, systems and processes; legal and policy requirements; • quality and continuous improvement processes and standards; quality assurance and/or procedures manuals
Learning opportunities	May include but not limited to: • structured learning activities conducted outside and within the schools such as; Recognized training through an independent institutions; short courses ; workshops; in-school learning activities, that may also contribute to a recognised credential, such as; exchange /rotation; induction; mentoring

Learning needs	May include but not limited to:
	• developmental learning, for example the learning required to progress through Professional development levels; gaps between the competencies held by the schools' staff, and the skills and knowledge required to effectively undertake schools tasks;
Learning plans	May include but not limited to:
	• codes of conduct; key performance indicators; negotiated agreement with individual/s; performance standards; staff competencies; staff roles and responsibilities; work outputs and processes
Diversity of needs	May include but not limited to:
	• learning needs that relate to social, cultural and other types of diversity in schools, such as the need for varied communication styles and approaches
Training and development Institutions	Include:
	• internal – within the school
	• external – Education and training institutions
Encourage a learning culture	May include but not limited to:
	• encouraging learning and sharing skills and knowledge across the work team and the schools to develop competencies of individual staff members and the staff as a whole

Evidence Guide for Standard 6 of Supervisors' Professional Competency

Evidence Guide	
Critical aspects of Competence	**Evidence of demonstrated capacities to:**
	• Reviewing performance development needs and techniques for providing feedback on those needs;
	• plan and find options for professional development;
Underpinning Knowledge and Understandings	• knowledge of:
	• management of relationships to achieve a learning environment
	• principles and techniques involved in the management and organisation of; adult learning; mentoring; consultation and communication; improvement strategies; leadership / support; learning environment and learning culture; monitoring and reviewing school learning; problem identification and resolution; record keeping and management methods; structured learning; School-based learning.

Underpinning Attitudes	• Collaborative • Appreciate equity, diversity, ethical and democratic practices, and lifelong learning. • Insist upon high standards and foster respect across the whole school community. • Respect the best interests of the community • Recognizes the importance of emotional intelligence, empathy, resilience and personal wellbeing

Underpinning Skills	Demonstrates:
	• communication skills to:
	   ➢ deal with people openly and fairly; encourage colleagues to share their knowledge and skills; gain the trust and confidence of colleagues; use consultation skills effectively
	• planning and organisational skills to:
	   ➢ facilitate, promote and monitor learning by developing learning plans; establishing a workplace which is conducive to learning; evaluating the effectiveness of learning; identifying learning needs; negotiating learning arrangements with training and development institutions; selecting and using work activities to create learning opportunities; using mentoring to support learning;

Resources Implication	Assessment must ensure: • access to appropriate documentation and resources normally used in the school such as school education policy and strategies, schools procedures, relevant legislations
Assessment Methods	Competency may be assessed through: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review document logs and third party reports of performance by the candidates • observation of performance in actual work place and role plays • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how performance achievements are recognised • Review of processes used to record and report competency.
Context of Assessment	Competence may be assessed in the real learning and teaching environment /schools/ or suitable assessment venue facilitated by the Regional Education Bureaus.

Annex 3: Standards of Competency Harmonized with the Four Levels of Professional Development of Supervisors

Standard 1: Model and Motivate Learning for Life through Professional Practices

Table 1: Harmonization of Standard 1 with the four levels of supervisors' professional development

Element	Indicators				Rema rks
	Beginner School Supervisor	Proficient 1 School Supervisor	Proficient 2 School Supervisor	Lead School Supervisor	
1.1 Place learning at the center of strategic planning	a) Support the development of strategic vision and mission of the schools b) Support the development of strategic and operational plans of the schools	c) Support schools to Enrich the strategic planning of the schools with stakeholders d) Support the communication of the school visions and plans to the schools community and stakeholders	e) Provide supports to identify goal areas that promote higher level of learning achievement f) Support schools to collaboratively set shared and measurable school goals and establish data based monitoring system	g) Design a collaborative and systemic approach to collect and analyze data about the schools progress towards the shared vision, attaining the established goal h) Develop and maintain systematic structures for ongoing communication as part of the continuous improvement process of the schools strategic plan	
1.2 Set higher	a) Propose higher	c) Support schools to set higher	f) Create conducive	h) Use systematic	

Element	Indicators				Rema rks
	Beginner School Supervisor	Proficient 1 School Supervisor	Proficient 2 School Supervisor	Lead School Supervisor	
standards	standards for every school learner, staff and self; b) Encourage learners, staff and the school community to aspire for higher standards	learning and achievement goals for the school learning community (students, staff and self) d) Support schools in communicating the set standards with the school community to share and facilitate its implementation	environment for the self actualization of the school staff to support higher learning achievement community g) Design and develop systematic and cyclic data collection, analysis, professional development implementation and reflection procedures, to monitor and promote continuous changes and improvements in the school achievements	approaches and procedures to monitor, support, and evaluate the attainments of the set standards	
1.3 Provide leadership support in designing and developing school learning strategy	a) Support schools in designing flexible school learning strategy to achieve school strategic requirements b) Support schools in	d) Evaluate approaches to learning and teaching against **the school strategic requirements** to support schools in designing flexible school learning and	g) Provide supports in designing improvements of the approaches to learning and teaching as per the evaluation results to meet the school	j) Analyze and plan requirements for a **school learning strategies** to support strategic and policy requirements 4rth	

Element	Indicators				Rema rks
	Beginner School Supervisor	Proficient 1 School Supervisor	Proficient 2 School Supervisor	Lead School Supervisor	
	designing and developing learning assessment strategies c) Analyze, report and discuss the evaluation results with the school community to give feedbacks and recommendati ons implying improvements	assessment strategy e) Analyze and confirm with **key stakeholders** the contribution of school learning to competitiveness in designing flexible school learning and assessment strategy f) Analyze and align school learning strategies with **human resources and learning requirements** and plans	strategic requirements h) Examine and review options relating to deploying quality procedures and processes in school learning	k) Analyze and plan **technological and systems requirements** relating to a school learning strategy	
1.4 Ensure Implemen tation of school learning strategy	a) Follow-up the Implementati on of appropriate school learning strategy and provide feedback to the schools	b) Validate school **assessment methods** and **assessment tools** consistent with learning and **wider operational needs** c) Review school strategies and procedures for continuing relevance, operational	d) Develop strategies and procedures to assist in filling the identified gaps	e) Evaluate **end-to-end implementati on** of school learning strategy and assist in updating strategies and procedures accordingly	

Element	Indicators				Rema rks
	Beginner School Supervisor	Proficient 1 School Supervisor	Proficient 2 School Supervisor	Lead School Supervisor	
		effectiveness, and to identify gaps and provide feedback			
1.5 Review school learning and development	a) Review school learning and development achievements	c) Develop procedures to liaise with educators, learners and others to monitor how well learning strategies and learning resources achieve school learning targets	d) Suggest modifying or designing learning strategies and *learning resources* to support the implementation of improved learning strategies and procedures	e) Monitor and give timely feed-back to incorporate it in the policy and system changes	

Standard 2: Initiate, Conduct and Lead Educational Research

Table 2: Harmonization of Standard 2 with the four levels of supervisors' professional development

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
2.1 construct an educational research strategy to Initiate and support school principals and teachers	a) Clarify and confirm *educational research purpose* and needs of the *target group*	b) Review relevant research ethics and codes of conduct c) Identify and analyze *factors affecting the reliability and validity of*	d) Establish mechanisms for collecting and maintaining data in a systematic manner e) Develop educational research strategy	f) Frame the research strategy in consideration of available *tools* and *resources* g) Develop and include procedures in relation to conducting	

Element	Indicators				Remarks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
		data		educational research in the research strategy	
2.2 Support school principals and teachers in selecting and using a range of Educational research techniques	a) Review and evaluate a range of *Educational research methods*, *theories* and *data collection techniques*	c) Use, as appropriate, *suitable technology* and technology services to support data collection and analysis	d) Access *appropriate sources of information* and *contributors* relevant to the research	e) Optimize *relevance of the research* through integrity of the data collected and analysis tools used	
2.3 Support school principals and teachers in analyzing and presenting findings	a) Identify the need for and an appropriate approach to, further research	b) Collate and analyze data for relevance against the original educational research strategy	c) Review data and research findings for accuracy of details and adherence to any *legal requirements* d) Document and *present research findings* in a clear and logical manner consistent with audience needs	e) Evaluate how research findings such as trends and changes will impact on learning strategy	

Standard 3: Apply Current Knowledge and Understanding in Education Practices

Table 3: Harmonization of Standard 3 with the four levels of supervisors' professional development

Element	Indicators				Remarks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
3.1 Evaluate current educational practice to support schools improve learning practice	a) Observe and assess *learner styles* with respect to appropriateness of current *learning strategies* b) Plan improved learning practice based on experience, personal interests and styles of learners,	c) Review advances and existing challenges in *learning practice* to develop and test improved approaches	d) Analyze interests, abilities, relationships and contextual needs of *relevant individuals* when promoting improved learning practice	e) Research how a range of *appropriate learning theories* and *instructional design principles* can improve learning practice	
3.2 Enable schools to design and implement their structures and processes in adapting improved learning practices	a) Propose appropriate management structure and process to support the coordination of school planning and implementation, b) Develop planning guidelines and systems which	c) Support schools to identify the overall strategic goals and translate them to the set of understandable, measurable and attainable aims and objectives d) Support and enable schools to manage and improve their	f) Support schools to Identify appropriate **strategic partners**, and negotiate and maintain participation in the planning and implementation processes, and in reporting.	h) Support schools to Identify, develop and implement appropriate evaluation arrangements with representation from relevant stake-holders to examine issues, trends and outcomes	

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
	are clear, fully documented and accessible to all involved in learning-teaching process	strategic performances and practices e) Encourage the school principals to use leadership and management concepts to develop and manage school improvement program,	g) Assist and consult the implementation of school planning to ensure responsiveness to learner needs and maximize the achievements of students	of the schools i) Complete the necessary evaluation and all the required reporting for relevant stakeholders and provide feedback in a timely way in accordance with school requirements	
3.3 Promote and guide effective school services	a) Use a range of **communication mediums** and activities to convey information about the activities and achievements of the school to encourage support of the stakeholders	b) Seek and utilize opportunities to promote the schools services through media, government and the community c) Use formal and informal networks as channels to communicate school activities and achievements	d) Identify and implement mechanisms for effective coordination of activities and services e) Address promptly problems in implementing defined procedures to ensure resolution	f) Prepare and present reports which comprehensively and accurately describe school activities and achievements to relevant stakeholders and managements, as required g) Serve, when required, management board meetings to ensure effective and	

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
				informed deliberations and decision-making	
3.4 Plan and prepare monitoring, and evaluation program to provide appropriate feedbacks supports to the schools for improvement	a) Prepare and document the *objectives and scope of the evaluation* b) Identify the *data and information* required and access sources of information	c) Establish a project plan and timelines which identify tasks and *stakeholders in the evaluation process* d) Select and brief staff to be involved in the evaluation process	e) Establish constructive relationships with the stakeholders identified in the evaluation plan f) Analyze evaluation data and Information to identify factors affecting performance and suggest possible enhancements or alternatives to the learning-teaching program	g) Develop feedbacks on the effectiveness and efficiency of the learning and teaching program, as per the evaluation objectives and scope	

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Standard 4: Implement Effective and Participatory School Leadership and Management

Table 4: Harmonization of standard 4 with the four levels of supervisors' professional development

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
4.1 Provide support for school teachers and principals to ensure effective instructional leadership	a) support teachers and principals in developing strategic and operational plans	b) support teachers to promote effective classroom management	c)identify and implement efficient and participatory teaching methods	d)propose efficient and transparent assessment methods	
4.2 Ensure efficient and participatory school management	a) create strong link between the teaching and administrative staff	b)support schools in implementing effective and efficient school resource management	c)ensure community involvement in school leadership and management	d) support schools in monitoring and evaluating their performances regularly	
4.4 Propose strategic change requirements and opportunities for change management	a) Review existing school practices against strategic objectives to identify *strategic change needs* b) Monitor trends in the **external environmen**t to identify events or trends that	c) Identify major operational change requirements due to performance gaps, opportunities or threats, or management decisions d) Engage stakeholders in the change identification process through	e) Consult specialists and experts to assist in the identification of major change requirements and opportunities f) Review and prioritize change requirements or	g) Undertake cost-benefit analysis for high priority change requirements and opportunities h) Undertake risk analysis, identify barriers to change, and agree and record mitigation	

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
	impact on the achievement of school objectives	effective communication	opportunities with **relevant managers**	strategies i) monitor and evaluate the implementati on of the change management strategy	
4.3 Provide Support for schools to have appropriate Learners Diversity Management	a) Analyze school learner diversity management practices to support the implementati on of the relevant policy	b) Identify and define the key elements of diversity from a range of perspectives to create common understanding as related to learners' diversity management at schools	c) Review theoretical models of learners' diversity management practices to support schools excel in learners' diversity management.	d) Support Schools in developing and implementing appropriate learners' diversity management strategy e) Monitor and evaluate the implementati on of the strategy to provide feedbacks for the improvement of the school learner diversity management Strategies and practices	
4.4 Lead Improvement, Innovation and Change	a) Generate system concepts and	b) work with school principals and	c) Lead improvement and	d) Establish and support a culture of	

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
	options for innovative thinking and creativity	community to Create a physical environment which supports innovation and improvement	innovative practices	innovation *e) Develop and implement strategies to support the sustainability of the innovative thinking and practices*	

Standard 5: Identify and Interpret Compliance Requirements

Table 5: Harmonization of standard 5 with the four levels of supervisors' professional development

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
5.1 Clarify the scope of school operations	a) Identify and review the relevant *range of operations* and the sphere of work arrangements of schools	b) Conduct an analysis of the operations and work arrangements of schools and identify the functions, and services that may be subject to *compliance requirements*	d) Obtain approval of plans from relevant organizational head and communicate it to schools	e) Monitor, support and evaluate schools understandings of scope of their operations as related to compliance requirements	
5.2 Identify compliance requirements	a) Conduct a search of *information on internal*	b) Ensure the search of compliance requirements;	c) Progressively review information collected in	d) Organize and store gathered *information on relevant*	

	and external compliance requirements using appropriate *search resources*	scans across all relevant *jurisdictions of laws*, *regulations*, *organizational code and standards* and identify pertinent compliance requirements	terms of its relevance to school operations and services	*compliance requirements* in an appropriate format for further analysis	
5.3 Interpret, analyze, and prioritize the identified compliance requirements	a) Review and interpret collected information in terms of its relevance to school functions, services and outcomes	b) Discuss and clarify with *relevant internal or external personnel* ambiguities, uncertainties and problems experienced in interpreting identified compliance information	c) Identify, analyze and prioritize relevant compliance requirements in terms of critical implications for the schools and risks and consequence of possible breaches	d) Group pertinent compliance requirements into: • those that are critical and central to school operations, • those that are important in some circumstances but are not central to school operations, and those that are pertinent but are incidental to school operations	
5.4 Document and enable schools to meet	a) Organize and document outcomes of	b) Prepare and communicate reports of relevant	c) Prepare and communicate reports of relevant	d) Monitor, support and evaluate the documentatio	

compliance requirements	the identification and interpretation activities	compliance requirements to *relevant personnel performing specific compliance management functions*	compliance requirements and assessment of implications to *relevant personnel performing specific compliance management functions*	n process of the compliance requirements to promote compliance management function	

Standard 6: Develop Self, Individual and Team

Table6: Harmonization of standard 6 with the four levels of supervisors' professional Development

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
6.1 Identify individual and group learning and development needs	a) Identify *learning and development needs* in line with *school requirements*	b) Encourage individuals to self-evaluate performance and identify areas for improvement	c) Collect feedback on performance of team members from relevant sources and compare with established team learning needs	d) Agree on the identified individual and group learning and development needs, and collaboratively plan to meet the needs	
6.2 Set personal targets and take responsibility for self and others' development	a) Regularly review own and others' practices	b) Develop and implement *learning plans* as an integral part of self, individual, group or team and school	c) Show Commitment to facilitate life-long learning for self an others	d) Develop a culture of higher expectations for self and others	

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
		performance plans			
6.3 Create professional learning opportunities for self, individuals and group or team development	a) Identify potential formal and informal *learning opportunities* to meet learning needs in relation to the needs of the schools	b) Develop strategies to ensure that learning plans reflect the *diversity of needs*	c) Ensure school procedures maximize individual and team access to, and participation in, learning opportunities	d) Ensure that effective liaison occurs with *training and development institutions* and contribute to learning opportunities which enhance self, individual, group or team and school performance	
6.4 Facilitate and promote self, individual and group or team learning	a) Support schools to Implement their procedures to ensure workplace learning opportunities and contribute to the development of appropriate knowledge, skills and attitudes	b) Support schools to implement strategies and procedures to encourage individuals and teams or groups to assess their own competencies and identify their own learning and development needs	c) Develop strategies to ensure that workplace learning opportunities are used and that school communities are encouraged to share their skills and knowledge to *encourage a learning culture* within schools	d) Recognize workplace learning achievements through timely and appropriate feedbacks and rewards	

Element	Indicators				Rem arks
	Beginner School Supervisor	Proficient 1 School Supervisors	Proficient 2 School Supervisors	Lead School Supervisors	
6.5 Monitor and improve learning effectiveness	a) Use strategies to ensure that team and individual learning performance is monitored, and determine if there is any additional need for work-based support	b) Use feedback from individuals, teams and schools to identify and introduce improvements in future learning arrangements	c) Make adjustments, negotiate with training and development institutions, to improve the efficiency and effectiveness of learning	d) Ensure that records and reports of competency are documented and maintained within school systems and procedures to inform future planning	

Annex 4: Definition of Key Terms and Phrases

a) Competence

The broad concept of competency concerns the ability to perform particular tasks, duties and roles to the standard of performance expected in the workplace. Competence requires the application of specified skills, knowledge and attitudes relevant to effective participation in an organization or enterprise. It covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. It requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments.

In line with this concept of competency, the professional competence of school supervisors here could be defined as the relevant professional knowledge, skills and attitudes of the supervisors to perform schools supervisory tasks and play the professional leadership roles expected of them around schools as per the required or set standard levels.

b) Standard for Professional Competences

A Standard of professional competence is a measure describing the specific performance outcomes, skills, knowledge and attitudes relevant to school leadership and management.

c) Standard Title

The Standard title is a brief statement of the outcome of the related performance.

d) Standard Codes

Within this Professional Competence Standard document for school supervisors, each standard has a unique code. The Standard codes are developed with 10 characters involving a mixture of uppercase letters and numbers to be followed with serial numbers representing the specific standard as in PCSSSE12A1* for the unit of competence one.

- The first six characters signify the Professional Competence standard in Education sector and specify it for school supervisors; and the next two characters (numbers) are identifying the year of endorsement of the standard;

- The next one character again (uppercase A) identify the version of the standard. The place of letter ''A'' in the standard code here indicates whether the standard is the original or the changed version as the standards are in a development process. In this case the letter ''A'' shows the originality of the competence standard, while the last number indicates the number given to the particular standard.

f) Schools supervisory Tasks include:

- Controlling in a sense of monitoring and informing compliance requirements;

- Providing professional support to schools' community including schools principals and teachers;

- Evaluating school performance to give feedbacks for improvement; and

- Working as liaison or link to facilitate both vertical and horizontal communications within the system as well as among schools.

g) Control:

Control as a part of supervisory task refers to monitoring, evaluating, supporting and informing schools' compliance requirements to achieve expectations.

h) Compliance Requirements

Compliance requirements in this professional standard document refer to the fulfillment of education related policy, strategies, guidelines, legislation, rules, regulations and codes of educational and schools practice.