Annexure: 1

Training modules alignment with competency framework

Sessions	Topic	Relevant competencies addressed	Associated sub-competencies
SCHOOL MANAGEMENT AND LEADERSHIP TRAINING WORKSHOP			
Module 1	Need analysis – interpreting data	1.Education Expertise	-Education policy development -Evaluating and assessing -Decision making -continuous professional development
		10. Problem solving and decision making	-Analytical skills -System and strategic thinking -Logical and critical communication
		12. Managing and measuring work	-Planning and organizing -Managing data and information
Module 2	Relevance of Gender in Educational Leadership and Teaching Learning Process	2.Knowledge of education and schooling system, processes, rules and norms	-Knowledge and understanding of Afghanistan education law and procedures. -Knowledge of National Education Strategic Plan *[Relevance of gender is considered essential but is not mentioned in the competency framework]*
Module 3	Educational Leadership	1.Education Expertise	- Coaching and Mentoring - Develop Self and Others - Decision Making
		2.Communicating effectively and with impact	-Communicate and interact effectively - Active listening -Inspiring others -Collaboration -Interpersonal relationships
		3.Developing Self and Others	- Coaching and Mentoring -Setting learning and growth plan -Training -Appraising staff -Delegating tasks -Learning
		4. Problem Solving and Decision Making	- Creative and Innovative Thinking -Logical and Critical Communication -Risk Management -Self-Awareness & Management -Analytical Skills -Negotiation Skills -Strategic thinking -Trouble shooting
		5. Working Effectively with Others	-Team work -Adaptability -Influencing

		6. Planning and Organizing	- Setting goals and objectives -Prioritizing tasks and activities -Managing time and resources -Coordinating with others -Delegating responsibility and authority -Managing changes and chaos
Module 4	Educational Management	1.Eduction Expertise	-School Management -Educational Monitoring and Supervision -Evaluating & Assessing -Decision Making -Continuous Professional Development (CPD)
		2. Knowledge of education and schooling system, processes, rules and norms	-Knowledge and understanding of Afghanistan education law and procedures. -Knowledge of National Education Strategic Plan -Understanding of MOE education policies, SOPs, guidelines and forms.
		3.Knowledge of Pedagogy	-Knowledge of Pedagogical Approaches -Knowledge of learning and teaching processes -Knowledge of learning theories -Motivation of teachers -Child Psychology
		4.Reporting and Feedback	-Report Writing -Observation of attitude and actions -Understanding of MOE standards reporting formats. -Monitoring of planned activities. - Constructive and effective feedback
		5. Documentation and Record Keeping	- Documenting and recording events and activities. -Managing and archiving files and documents -Storing, organizing and retrieving data and information
		6.Managing and Measuring Work	- System Thinking -Strategic Thinking -Effective oral and written communication -Planning and organizing -Monitoring and supervising -Managing data and information -Managing Change and development
SCHOOL MANAGEMENT AND LEADERSHIP TRAINING			
Sessions	Topic	Relevant competencies addressed	Associated sub-competencies
Module 1	*Competency Based Capacity Building Professional Development*	1.Developing Self and others	● Coaching and Mentoring ● Setting learning and growth plan ● Training
		2.Problem solving and decision making	● Creative and Innovative Thinking ● Logical and Critical Communication ● Self-Awareness & Management ● Social Awareness and Management.

			● Analytical Skills
		3. **Planning & Organizing**	● Setting goals and objectives ● Prioritizing tasks and activities ● Managing time and resources ● Coordinating with others
		4.Personal Learning and Growth	● Learning from environment and peers ● Observing ● Active listening ● Giving and receiving feedback
		5.Creativity and innovation	● Measuring and assessing ● Generating ideas ● Problem-Solving ● Critical thinking ● Focusing on tasks
Module 2	*Role of Academic Supervisor and Social Mobilizer as Facilitator*	1.Developing Self and others	● Coaching and Mentoring ● Setting learning and growth plan ● Training
		2.Problem solving and decision making	● Creative and Innovative Thinking ● Logical and Critical Communication ● Self-Awareness & Management ● Social Awareness and Management. ● Analytical Skills
		3. **Planning & Organizing**	● Setting goals and objectives ● Prioritizing tasks and activities ● Managing time and resources ● Coordinating with others
		4. Education expertise	● Continuous professional development
Module 3	Management at School level	1.Education expertise	● School Management ● Educational Monitoring and Supervision ● Develop Self and Others ● Decision Making ● Continuous professional development
		2. Knowledge of education and	● Knowledge and understanding of Afghanistan education law and procedures.

		schooling system, processes, rules and norms	● Knowledge of National Education Strategic Plan ● Sound understanding of MOE education policies, SOPs, guidelines and forms.
		3. Communicating effectively & with impact (Oral and Written)	● Effective communication and interaction ● Active listening ● Collaboration ● Meeting effectiveness
		4.Working effectively with others	● Team work ● Effective oral communication ● Active listening ● Relationship building ● Negotiation and conflict management ● Adaptability ● Influencing others
		5. Managing and measuring work	● Strategic Thinking ● Planning and organizing ● Monitoring and supervising ● Managing Change and development
		6.Planning and organizing	● Prioritizing tasks and activities ● Managing time and resources ● Coordinating with others ● Delegating responsibility and authority ● Managing changes and chaos ● Integrating systems, processes and procedure
Module 4	School leadership	1.Education expertise	● Teaching ● School Management ● Educational Monitoring and Supervision ● Evaluating & Assessing ● Coaching and Mentoring ● Develop Self and Others ● Decision Making ● Continuous Professional Development
		2.Knowledge of pedagogy	● Knowledge of Pedagogical Approaches ● Knowledge of learning and teaching processes ● Motivation of teachers ● Child Psychology
		3.Reporting and feedback	● Monitoring of planned activities ● Constructive and effective feedback
		4.Documentation and record keeping	● Documenting and recording events and activities. ● Managing and archiving documents and information
		5 Observing & Gathering Information.	● Communicating and interacting effectively. ● Attention to detail ● Active listening ● Asking questions with purpose ● Critical Thinking
		6. Developing self and others	● Coaching and Mentoring ● Training ● Appraising staff ● Delegating tasks

		7.Problem solving, decision making	● Creative and Innovative Thinking ● Logical and Critical thinking ● Risk Management ● Self-Awareness & Management ● Social Awareness and Management. ● Analytical Skills ● Negotiation Skills ● System & Strategic Thinking ● Active listening ● Troubleshooting
		8.Managing and measuring work	● System Thinking ● Strategic Thinking ● Planning and organizing ● Managing Change and development
		9.Planning and organizing	● Setting goals and objectives ● Prioritizing tasks and activities ● Managing time and resources ● Coordinating with others ● Delegating responsibility and authority ● Managing changes and chaos ● Integrating systems, processes and procedure ● Managing data and records
SOFT SKILLS TRAINING			
Module 1	Critical thinking	1.Observing and gathering information	● Communicating and interacting effectively. ● Paying attention to details ● Listening actively ● Asking relevant questions with purpose ● Critical Thinking
		2.Problem solving and decision making	● Creative and Innovative Thinking ● Logical and Critical Communication
	Problem Analysis	1.Problem solving and decision making	● Creative and Innovative Thinking ● Logical and Critical Communication ● Risk Management ● Self-Awareness & Management ● Social Awareness and Management. ● Analytical Skills ● Negotiation Skills ● System & Strategic Thinking ● Active listening ● Troubleshooting
		2.Creativity and innovative thinking	● Measuring and assessing ● Ability to generate ideas ● Problem-Solving ● Critical thinking ● Enquiry

	Reasoning and decision making	1.Education expertise	● Decision making
		2.Managing and measuring work through processes and systems	● System Thinking ● Strategic Thinking ● Effective oral and written communication ● Planning and organizing ● Monitoring and supervising ● Managing data and information ● Managing Change and development
	Planning	1.Managing and measuring work through processes and systems	• System Thinking • Strategic Thinking • Effective oral and written communication • Planning and organizing • Managing data and information
		2.Planning and organizing	● Setting goals and objectives ● Prioritizing tasks and activities ● Managing time and resources ● Coordinating with others ● Delegating responsibility and authority ● Managing changes and chaos ● Integrating systems, processes and procedure ● Managing data and records
		3.Creativity and innovation	● Measuring and assessing ● Ability to generate ideas ● Problem-Solving ● Critical thinking ● Focusing on tasks ● Enquiry ● Curiosity ● Mindfulness
	Communication	1.Communicating effectively & with impact (Oral and Written)	● Communicate and interact effectively ● Listen Actively ● Inspire others ● Collaborate with others. ● Present and visualize data and Information ● Ensure meeting effectiveness ● Technology and social media savvy ● Relationships with others
		2. Managing and measuring work through processes and systems	● Effective oral and written communication
	Networking	1.Working effectively with others	● Honesty and Integrity ● Team work ● Effective oral communication ● Active listening ● Building community relationship ● Negotiation and conflict management ● Adaptability

			● Empathy ● Flexibility ● Influencing ● Sociability
	Documentation	Documentation and record keeping	● Ability to document and record events and activities. ● Managing and archiving files and documents ● Storing, organizing and retrieving data and information.
	Writing: proposal writing	1.Reporting and feedback	● Writing and reading ability in both national languages (Dari and Pashtu) ● Observing events, attitude and actions
		2. Communicating effectively & with impact (Oral and Written)	● Present and visualize data and Information
ACADEMIC SUPERVISION TO IMPROVE LEARNING OUTCOMES FOR STUDENTS			
Role and responsibilities of AS	Academic supervision – need and purpose	1.Education expertise	● Teaching ● School Management ● Educational Monitoring and Supervision ● Curriculum Development ● Evaluating & Assessing ● Coaching and Mentoring ● Develop Self and Others ● Decision Making ● Continuous Professional Development (CPD)
	Data based decision making	1.Managing, measuring work…	● Planning and organizing ● Managing data and information
		2.Planning and organizing	● Integrating systems, processes and procedure ● Managing data and records
	Documentation: *Reporting and Feedback, Record Keeping*	1.Reporting and feedback	● Writing and reading ability in both national languages (Dari and Pashtu) ● Observing events, attitude and actions ● Understanding of MOE standards reporting formats. ● Monitoring of planned activities of teachers. ● Constructing and giving effective feedback
		2.Documentation and record keeping	● Knowledge and understanding of MOE record management procedures ● Use of MoE formats for documentation and recording activities. ● Ability to document and record events and activities. ● Managing and archiving files and documents ● Storing, organizing and retrieving data and information

Leadership	Instructional leadership	1. Knowledge of education and schooling system, processes, rules and norms	- Knowledge and understanding of Afghanistan education law and procedures. - Knowledge of National Education Strategic Plan - Sound understanding of MOE education policies, SOPs, guidelines and forms
		2. Knowledge of pedagogy	- Knowledge of Pedagogical Approaches - Knowledge of learning and teaching processes - Lesson plan development - Knowledge of learning theories - Motivation of teachers - Knowledge of digital pedagogy - Child Psychology
		3. Education expertise	- Educational Monitoring and Supervision - Curriculum Development - Evaluating & Assessing - Coaching and Mentoring - Develop Self and Others - Decision Making - Continuous Professional Development (CPD)
SIP	Evaluating SIP and feedback	1. Education expertise	- School Management - Educational Monitoring and Supervision - Evaluating & Assessing - Develop Self and Others - Decision Making
		2. Knowledge of education and schooling system, processes, rules and norms	- Knowledge and understanding of Afghanistan education law and procedures. - Knowledge of National Education Strategic Plan - Understanding of MOE education policies, SOPs, guidelines and forms.
		3. Problem solving and decision making	- Creative and Innovative Thinking - Logical and Critical Communication - Risk Management - Analytical Skills - Negotiation Skills - System & Strategic Thinking
		4. Planning and organizing	- Setting goals and objectives - Prioritizing tasks and activities - Coordinating with others - Managing changes and chaos - Integrating systems, processes and procedure - Managing data and records
Diversity and inclusion	Barriers to school education (children with disabilities, and gender inclusive education)	1. Education expertise	- Education Policy Development - School Management - Develop Self and Others - Decision Making
		2. Knowledge of education system,	- Knowledge and understanding of Afghanistan education law and procedures. - Knowledge of National Education Strategic Plan

		policies, rules, norms	● Sound understanding of MOE education policies, SOPs, guidelines and forms.
		3.knowledge of pedagogy	● Knowledge of Pedagogical Approaches ● Knowledge of learning and teaching processes ● Knowledge of learning theories ● Knowledge of digital pedagogy ● Child Psychology
		4.knowledge of teaching methodology	● Honesty and commitment to the profession. ● Impartiality and fairness. ● Positive and conducive learning environment setting. ● Multiple teaching methods and instructional strategies to engage students in learning process effectively. ● Effective communication with students and parents.
		5.Problem solving and decision making	● Creative and Innovative Thinking ● Logical and Critical Communication ● Self-Awareness & Management ● Social Awareness and Management. ● Analytical Skills ● Negotiation Skills ● System & Strategic Thinking ● Active listening
		Working effectively with others	● Honesty and Integrity ● Team work ● Effective oral communication ● Active listening ● Building community relationship ● Negotiation and conflict management ● Adaptability ● Empathy ● Flexibility ● Influencing
Theories of learning	Collaborative learning (Teacher learning clusters/ learning circles)	1.Education expertise	● Evaluating & Assessing ● Coaching and Mentoring ● Develop Self and Others ● Continuous Professional Development (CPD)
		2.knowledge of pedagogy	● Knowledge of Pedagogical Approaches ● Knowledge of learning and teaching processes ● Knowledge of learning theories ● Motivation of teachers ● Child Psychology
		3.Developing self and others	● Coaching and Mentoring ● Setting learning and growth plan ● Training ● Appraising staff ● Learning

		4.Working effectively with others	● Team work ● Effective oral communication ● Active listening ● Building community relationship ● Adaptability ● Empathy ● Flexibility ● Influencing ● Sociability
		5.personal learning and growth	● Learning from environment and peers ● Observing ● Active listening ● Getting feedback ● Self-esteem and confidence
Pedagogy and classroom management	How people learn	1.knowledge of pedagogy	● Knowledge of Pedagogical Approaches ● Knowledge of learning and teaching processes ● Lesson plan development ● Knowledge of learning theories ● Motivation of teachers ● Knowledge of digital pedagogy ● Child Psychology
	How to teach	1.Teaching methodology	● Impartiality and fairness. ● Positive and conducive learning environment setting. ● Multiple teaching methods and instructional strategies to engage students in learning process effectively. ● Effective communication with students and parents. ● Proficiency with informal and formal formative and summative assessment techniques to monitor student performance and progress. ● Application and use of technology, portfolios and other creative methods to assess students
	Classroom facilitation skills	1.Effective oral and written communication	● Communicate and interact effectively ● Listen Actively ● Inspire others ● Collaborate with others. ● Sustain relationship with others
	Effective content presentation	1.Creativity and innovation	● Ability to generate ideas ● Problem-Solving ● Critical thinking ● Enquiry ● Curiosity
		2. Pedagogy	● Knowledge of learning and teaching processes ● Lesson plan development ● Knowledge of learning theories

		Lesson planning	Pedagogy	● Lesson planning
		Rules and routines for consistency (*No specific competencies related to class management in the framework.*)	1. Education expertise	● Teaching ● Develop Self and Others ● Continuous Professional Development (CPD)
			2.Teaching methodology	● Positive and conducive learning environment setting. ● Effective communication with students and parents.
		Reparation and restorative classroom practices	1.Education expertise	● Teaching ● Develop Self and Others ● Continuous Professional Development (CPD)
			2.Teaching methodology	● Positive and conducive learning environment setting. ● Effective communication with students and parents.
		Reducing friction and conflict management	1.knowledge of education system, rules, norms	● Knowledge and understanding of Afghanistan education law and procedures. ● Sound understanding of MOE education policies, SOPs, guidelines
			2.teaching methodology	● Impartiality and fairness. ● Positive and conducive learning environment setting. ● Effective communication with students and parents.
			3.Communicating effectively and with impact	● Communicate and interact effectively ● Listen Actively ● Inspire others ● Collaborate with others. ● Sustain relationship with others
			4.Problem solving	● Logical and Critical Communication ● Risk Management ● Self-Awareness & Management ● Social Awareness and Management. ● Analytical Skills ● Negotiation Skills ● Active listening ● Troubleshooting
			5.Working effectively with others	● Honesty and Integrity ● Team work ● Effective oral communication ● Active listening ● Building community relationship ● Negotiation and conflict management ● Adaptability ● Empathy

			● Flexibility
			● Influencing
			● Sociability

Note: The competencies and sub-competencies listed in the table above for each of the modules/topics in the proposed training package, can be used to design activities and discussions included in the workshops. Competencies related to educational leadership, inclusive education, class management, and conflict management, are not explicitly mentioned in the framework and may need to be added. Many competencies listed in the framework, which refer specifically to the knowledge of MoE formats, NESP and policies and protocols, do not need to be included in the training package but may be referenced for self-study or for additional training to be offered by GDAS. However, they can be mentioned in the plan as competencies that will be referenced but not covered by the training package.

GDAS's Competency Model

Group 1: Core Competency — 1 Competency — 9 sub-competency

Group 2: Functional and Technical Competencies — 6 Competencies — 3, 6,9,5,5,5 Sub-competencies (33)

Group 3: Behaviour Competencies — 5 Competencies — 8, 7, 10, 11, 7 Sub-competencies (43)

Group 4: Cross Functional Competencies — 4 Competencies — 8, 8, 8, 6 Sub-competencies (30)

```
Group 1: Core
Competency (All Levels) ─── Competency: Education
                            Expertise
```

- Education Policy & Development
- Teaching & Learning
- School Management and Leadership
- Education Monitoring and Leadeship
- Curriculum Design and Development
- Evaluating and Assessing
- Coaching and Mentoring
- Develop Self and Others
- Informed and Transparent Decision Making

Group 2: Functional and Technical Competency (All Levels)

1. Knowledge of Education and Schooling System, Process, Rules, Norms
- 1.1 Knowledge and understanding of Education Law
- 1.2 Knowledge of National Education Strategic Plan
- 1.3 Sound Understanding of MOE Education Policy, SPOs, Guidelines and Forms used within MOE

2. Knowledge of Pedagogy
- 2.1 Knowledge of Pedagogical Approaches
- 2.2 Knowledge of Learning and Teaching Processes
- 2.3 Development of Lesson Plan
- 2.4 Know Learning Theories
- 2.5 Motivating Teachers
- 2.6 Know Digital Pedagogy

3. Teaching Methodology
- 3.1 Honesty and Commitment to Profession
- 3.2 Treating and interacting with Students impartially
- 3.3 Establish a safe and conducive learning Learning Environment
- 3.4 Subject knowledge expertise in one of the curriculum Subjects
- 3.5 Designing and Preparation of Lesson Plan in compliance with MOE Standard
- 3.6 Applying Multiple Teaching Style and instructional Strategies to engage student in Learning Process.
- 3.7 Communicating well and Effectively with Students and Parents
- 3.8 Applying and using combine informal and formal assessement technoques to monitor Student Performance.
- 3.9 Applying and Practising Technology, Portfolios and other Creative methods to access Students

4. Reporting and Feedback
- 4.1 Writing ability in Local Language
- 4.2 Observing events, Attitude and Events
- 4.3 Understanding of MOE Standards reporting Formats
- 4.4 Monitoring of Planned Activities
- 4.5 Constructing and giving effective Feedbacks

5. Documentation and Record keeping
- 5.1 Knowledge and understanding of MOE Record Management Policy
- 5.2 Use of MOE Formats for documentation recording Activities
- 5.3 Abilities to document and Record Events and Activities
- 5.4 Managing and Acrving Files and Documents
- 5.5 Storing, Organising and Retrieving of Data and Information

6. Observing and Gathering Data
- 6.1 Communicating and interacting effectively
- 6.2 Paying attention to Details
- 6.3 Listening Actively
- 6.4 Ask Relevant Questions with Purposes.
- 6.5 Critical Thinking

Group 4: Cross Functional Competencies

4.1 Planning and Organising
- Setting Goals and Objectives
- Prioritising Tasks and Activities
- Managing time and Resources
- Coordinating with Others
- Delegating responsibility & Authority
- Managing changes and Chaos
- integrating system, Processes, and Procedures

4.2 Creativity/ Innovation
- Measuring & Assessing
- Ability to generate ideas
- Problem Solving
- Critical Thinking
- Focusing on Tasks
- Researching and Development
- Curiosity
- Mindfulness

4.3 Personal Learning and Growth
- Learning from Environment and Peers
- Digital Learning
- Observing
- Active Listening
- Getting Feedbacks
- Self -esteem and Confidence
- know the state of art needs for development and growth
- keen and passionate to learn new things

4.4 Integrity and Trusts
- Honesty with Others
- Respecting Others
- Responsibility of what she/he does
- Consistency in Behaviour
- Transparent in his/her actions