Introduction

Competencies are individual characteristics, including knowledge, skills, abilities, self-image, traits, mindsets, feelings, and ways of thinking, which, when used with the appropriate roles, achieve a desired result. Competencies contribute to individual exemplary performance that creates reasonable impact on business outcomes (SHRM).

GDAS’s Competency Model for Academic Supervisors is presented in this document. GDAS’s Competency Model comprises four primary groups/clusters of competencies, included.

1. Core Competency
2. Functional and Technical Competencies
3. Behavioral Competencies
4. Cross-Functional Competencies

For each competency, an overall definition given, sub-competencies associated with the primary competency, behaviors demonstrated by individuals highest in proficiency on that competency, and behavioral standards in which an Academic Supervisor at the relevant career stage should engage to be successful. (do lit review)

**Background Information**

Developing this competency model occurred in three phases.

1. SMC- Afghanistan drafted competency matrix and shared with all MOE relevant stakeholders for feedback and input and their comments and suggestions, and then incorporated in the competency matrix.
2. An assessment conducted of the Academic Supervisors of GDAS at national, provincial and district level (Kabul, Kandahar, Parwan and Balkh Provinces) in the country and identified the current state of AS and their development needs which also reflected in this competency model and lead to change the first drafted competency matrix and visualize the model as below.
3. The competency model criterion validated. what is this?

SMC developed the initial model based on a) a thorough review and synthesis of the relevant literature and b) input from over 209 AS

Professionals during quantitative survey, focus group discussions and key informants’ interviews in 4 provinces (Kabul, Kandahar, Parwan and Balkh Provinces) across Afghanistan. Will they share these literature if available in English?

Content validation refers to the empirical investigation that asks subject matter experts to provide ratings regarding the accuracy, relevance, and importance of the competency model’s content. The model then is refined based on these data.

The content of the GDAS Competency Model was validated through consultation meetings with GDAS, AQLC partners and original data collected from AS.

Criterion validation refers to the empirical investigation of the relationship between model elements and critical business and education outcomes. This is done by collecting ratings of employee performance from multiple sources, including measurable outcomes and self, and supervisor ratings of self-performance. These ratings are directly linked to the competency model using an assessment of competency-based proficiency (i.e., a competency assessment) and serve as metrics of performance for the various elements of the competency model. SMC began the work in December 2019 and ended in October 2020.

Each competency consists of five distinct elements, title, definition, sub-competencies, behaviors, and proficiency level (standards). These elements are discussed in the table below.

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| **Description** | |
| **Title** | This is the title of the competency. |
| **Definition** | This is the over definition of the competency. |
| **Sub-competencies** | These are competencies related to and/or subsumed by the relevant general  competency |
| **Behavioral / operational Indicators** | These are behaviors/ operational indicators demonstrated by individuals at the highest level of  proficiency on the indicated competency |
| **Proficiency Level** | These are standards for proficiency at the four career stages (Basic Level, Intermediate Level, and Advanced Level). Each proficiency level represents a Behavioral/ operational standard in  Which an AS professional at the relevant level should engage to be successful. |
| **All Levels** | National, Provincial and District level Academic Supervisors |
| **Negative Indicators** | They are examples of negative behaviors we expect never to see from any MOE/AS staff |
| **Development ideas** | They are some suggestions of activities you can take on the job to develop your experience in this competency. |

They are further elaborated in below table.it looks like the stages of development of teachers as defined by Berliner

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| **Competencies Clusters/Group: Core Competency** | | |
| GDAS acquired and retained knowledge, skills, abilities of education management and system, and remain current and up to date on education’s relevant national laws, strategies and plan, policies, norms, rules, and have sound knowledge and understanding of global and international education principles, practices and changes. | | |
| **Competencies** | **Descriptive Summary** | **Academic Supervisors’ Level** |
| **Education Expertise** | The knowledge, skills and abilities of principles, practices, and functions of effective education management, quality of learning outcomes and quality of learning material. | All levels |

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| **Core Competency: Education Expertise** | | | |
| **Definition:** The knowledge, ability and a sound understanding of professional expertise in education policy, practices, curriculum design, effective learning, education assessments, educational management and leadership, and change. | **Behavioral/ Operational Indicators/ Success Criteria:**   * Design, develop and contribute in establishing of effective education policies to ensure quality of learning outcomes. * Empower school administrators and teachers in their work and help them in school’s development, progress and performance improvement. * Provide support and guidance to teachers in teaching and learning process. * Monitor and supervise school’s administration and teacher through schools visits and observation. * Provide feedback and input to educational authorities, schools’ management, teachers and peers on effectiveness of education services, improvement of learning outcomes and teaching methodologies. * Assess and evaluate school’s administration, teachers and academic supervisors’ performance. * Facilitate and support academic supervisors, schools’ headmasters and principals, teachers’ learning and development. * Establish relationship with communities to play effective role of bridging between schools and society. * Communities engaged in school improvements plan and fund raising for schools. * Take informed and transparent decision and being unbiased in his/her working. * Utilizes core education and AS-specific technologies to solve education challenges | | |
| **Sub-Competencies:**   * Education Policy Development * Teaching and Learning * School Management and Leadership * Educational Monitoring and Supervision * Curriculum Design and Development * Evaluating & Assessing * Coaching and Mentoring * Develop Self and others * Informed and transparent decision making * Digital Continuous Professional Development (CPD) |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Prepare academic supervision action plan. * Collect relevant information and share with education authorities. * Monitor and observes schools’ administrators and teachers’ activities. * Provide feedback and input to teachers and schools’ administration. * Engage with local communities to build relationship. * Reflect clear commitment to the MOE vision, NESP, policies and values in all aspect of work. * Challenges themself to work to the best of their ability and supports colleagues to do the same. | * Communicates MOE vision, values and strategy and encourages others to share them * Takes a flexible and positive leadership style, adapting to the situation or needs of the team, schools and teachers. * Guide and support academic supervisors, school administrators and teachers on development of annual, quarterly and daily plan. * Monitor, supervise and mentor academic supervisors, school administrators and teachers towards high performance. * Provide systematic and constructive feedback and input to sub-ordinates, school administrators and teachers. * Engage and communicate with different stakeholders to enhance trust and relationship. | | * Creates and engages others in a shared vision and strategy that will deliver more for education. * Inspires people to reach the highest standards of performance and a sense of pride in belonging to the Ministry of Education. * Uses a combination of logic, analysis, experience, wisdom, advanced methods, and other resources to make sound, timely decisions and to solve problems at all levels. * Demonstrates the ability to solve complex, difficult, and intractable problems, creates effective and innovative solutions. * Establish effective monitoring, supervising and mentoring mechanism to increase accountability and transparency. * Provide learning and growth platform for to improve learning outcomes. * Establish monitoring and supervision standards, key performance indicators and strategic direction for quality learning outcomes. * Create learning and growth opportunities for the team and education institutions. |
| **Negative Indicators** | | **Development Ideas** | |
| * GDAS team does not aware of education system, policies and practices. * The school’s administrators and teachers less willingness to cooperation with AS. * Does not provide on time constructive feedback to the team * Does not utilize training and learning opportunities and not improving him/herself. * Fails to engage local communities in school’s development and improvements. | | * Within meetings work to build agreements. * Help others gain acceptance for their ideas and encourage people to move from discussion to taking action. * Develop and present a business case to senior management for a new initiative in a way that demonstrates a compelling impact on MOE outcomes. | |

Fundamental, Intermediate and Advanced levels seems equivalent to our CRP, BRP , BRC and BEO/DIET faculty: So we need to thoroughly read the handbook on roles and responsibilities prepared by Prof. Sarangapani, read more about these in Indian and a few western context-what works, what doesn’t?

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| **Competencies Clusters/Group: Functional/ Technical Competencies** | | |
| GDAS Team Possesses required functional and technical knowledge, skills and abilities to perform the job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional/ technical skills for the betterment of education management, learning and development. | | |
| **Competencies** | **Descriptive Summary** | **Academic Supervisors’ Level** |
| **Knowledge of education and schooling system, processes, rules and norms** | The knowledge and understanding of Afghanistan’s education system, strategic plans, policies, manuals and changes in education system. | All levels |
| **Knowledge of Pedagogy** | The knowledge of Pedagogical Content Knowledge (PCK) and General Pedagogical Knowledge (GPK), Digital pedagogy, classroom management and content-related skills. | All levels |
| **Teaching Methodology** | The knowledge, skills and abilities of teaching principles, methods and approaches, teaching concepts, digital teaching skills. | All levels |
| **Reporting and Feedback** | The skills and abilities in reporting findings and observations and providing feedback for improvement and betterment of teachers’ performance and school administration effectiveness and efficiency. | All levels |
| **Documentation and Record Keeping** | The ability and understanding of record keeping and documentation of his/ her work in the light of MOE records management policy and follow all ethical and legal guidelines surrounding documentation, and sound understanding of digital record and documentation management and knowing what, when and how to record and document. | All levels |
| **Observing & Gathering Information** | The ability to listen and interact with others to gain accurate and appropriate information and attention to detail, focus, analyzing, reasoning and memorizing of what, when and where were observed to make better decision and respond in an appropriate manner through observing events, attitude and actions of others. | All levels |

We need the documents about these:

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| **Knowledge of education and schooling system, processes, rules and norms** | The knowledge and understanding of Afghanistan’s education system, strategic plans, policies, manuals and changes in education system. |

Do they already have formats for **Reporting and Feedback** ? about betterment of teachers’ performance and school administration effectiveness and efficiency.: What are the prescribed norms in Afghanistan for teachers and school administrators?

I want to learn: What is Afghan’s MOE records management policy ?

What is mentioned in their ethical and legal guidelines surrounding documentation?

How is digital record and documentation managed currently in Afghanistan? (knowing what, when and how to record and document).

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| **Functional/Technical Competency: Knowledge of education and schooling system, processes, rules and norms** | | | |
| **Definition:** Having **t**he knowledge and understanding of Afghanistan’s education system, strategic plans, policies, manuals and changes in education system. | **Behavioral/ Operational Indicators/ Success Criteria:**   * Align his/her work and take decision considering the education law. * Set goals and objectives that contribute in achieving national education strategic plan goals. * Prepare and organize plan and activities to execute the NESP. * Follow the appropriate processes, procedures and respect the rules and regulation of MOE. * Advise and guide others on the existing laws, SOPs and guidelines of MOE. | | |
| **Sub-Competencies:**   * Knowledge and understanding of education law * Knowledge of National Education Strategic Plan * Sound understanding of MOE education policies, SOPs, guidelines and forms used withing MOE. |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Basic knowledge of education law * Basic knowledge of national education strategic plan. * Basic knowledge of national education policies, guidelines and SOPs. | * Sound understanding and knowledge of education law * Sound understanding and knowledge of national education strategic plan * Sound understanding and knowledge of national education policies, guidelines and SOPs. | | * Fully understand and aware of the education law, use it for decision making and as guiding tool for developing education policies and plans. * Fully understand and have advance knowledge of national education strategic plan and use it for planning and organizing of action/operational plans. * Perform and proceed the tasks and activities in the light of existing policies, guidelines and SOPs. Use these documents as a guiding tool to achieve his/her set objectives. |
| Negative Indicators | | Development Ideas | |
| * Unaware of the education law, national education strategic plan, policies, SOPs and guidelines. * Does not use these documents to better plan and organize his/her activities. * Does not consider these documents in taking decisions and actions. | | * As senior staff members/ line mangers orientation on the education law, national education strategic plan and policies. * Find these documents and conduct self-study. * Share the lesson-learn and knowledge with other colleagues. | |

Source or access to documents about Afghanistan’s education system, strategic plans, policies, manuals and changes in education system, Education law, Knowledge of National Education Strategic Plan, MOE education policies, SOPs, guidelines and forms used withing MOE.

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| **Functional/Technical Competency: Knowledge of Pedagogy** | | | |
| **Definition:** The ability to manage learning process, which includes planning, implementation and evaluation of learning outcomes of learners. | **Behavioral/Operational Indicators (Success Criteria):**   * Guides and advises teachers on pedagogical approaches, learning and teaching processes. * Demonstrates learning and teaching theories, processes and pedagogy in educational context and actions. * Uses decision making processes to influence teachers’ strategies, activities and assignments given to students by teachers. * Uses pedagogical theoretical framework to reflects to teachers how learning works, shape instructional decisions and actions, and how interacts with students. * Reflects behaviors that could help teachers in transfer of knowledge and skills to students and grow their abilities. * Uses appropriate and easy language to support teachers and students in teaching and learning process. * Reflect, analyze and discuss what he/she understand and believe about his/her behavior and the behavior of others. * Plays a central role in teacher’s role identification within the student-teacher relationship * Guides and support teachers on using of a multi-centric, diffusion of instructional and curricular methodologies * Conducts the academic examination of processes used in the acquisition or assimilation of new knowledge by an individual in an educational context. | | |
| **Sub-Competencies:**   * Knowledge of Pedagogical Approaches * Know learning and teaching processes * Developing lesson plan * Know learning theories * Motivating teachers * Know digital pedagogy |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced /High Level** |
| * Familiar with the pedagogy approaches. * Know teaching and learning processes. * Familiar with the lesson plan * Know how to observe | * Familiar and know the pedagogical approaches. * Know and understand teaching and learning processes. * Familiar and prepare lesson plan * Know how to observe and provide feedback | | * Knowledgeable and have sound understanding of pedagogical approaches and can provide feedback to teachers in the learning and teaching processes. * Knowledgeable and have sound understanding of teaching and learning processes and could help teacher to improve their performance. * Prepare lesson plan and could guide teachers in preparing lesson plan. * Know how to observe, provide feedback and help teachers in enhancing their skills. |
| Negative Indicators | | Development Ideas | |
| * Does not try to learn about pedagogical approaches. * Does not try to improve his/her understanding of teaching and learning theories, methods and processes. * Does not support teachers while observing * Does not provide appropriate feedback and input to teachers | | * Participate and attend clusters of professional development of teachers, ask other teachers and colleagues who are knowledgeable in pedagogical content knowledge, general knowledge and digital knowledge. * Find a training program / opportunity where you could learn about pedagogical concepts, theories and teaching and learning processes. | |

In order for us to understand these from Afghan context about, Knowledge of Pedagogical Approaches, know learning and teaching processes, developing lesson plan, Know learning theories, Motivating teachers ,Know digital pedagogy we need to access their curriculum for school and teacher education, syllabus and a few textbooks, and teacher/classroom observation schedule if any

We must know the levels and content of their teacher training programme so that we are aware of the norms and standards expected of these teachers.

Studies on general belief systems in the community, studies on teacher beliefs in Afghanistan will throw light on the nature and depth of beliefs of people about education in general and educating children. Need to understand the afghan society/societies.

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| **Functional/Technical Competency: Teaching Methodology** | | | |
| **Definition:** The ability to use teaching principles and methods to achieve teaching goals and transform the knowledge and skills to students in a given subject. | **Behavioral/Operational Indicators (Success Criteria):**   * Committed and honest with teachers, school administrators and education community and continuously work towards professional development and improve the quality of education. * Ensures that teachers treat and interact with students appropriately and impartially and respect them equally, provide the students with equal opportunities for learning and make them feel confident. * Guide and support teachers on how to create safe and conducive learning environment and ensures teachers set expectations for student performance and behavior and enforce all rules consistently and fairly and student feel confident in classroom and speak up confidently. * Supports teachers in well-designed and planned instructions to move students from their current level toward explicit criteria for success. * Provides guidance and support in instructional design with clear instructional objective and ensure that the teacher should present these objectives to students for each lesson. * Monitors and supervise teachers teach the range of related skills and the order in which they should be learned. * Guide and support teachers to provide sufficient opportunities for unpunished errors and ample reinforcement for success and allocate enough time to teach a topic. * Monitor and supervise that students learn the knowledge/skills to criteria that are verified by teachers and students’ peers. * Relates lessons to complex issues and big ideas that provide deeper meaning and give students’ better understanding of the content. * Ensures that teachers are proficient in to create a climate that maximizes learning and induces a positive mood and tone. * Observes and measures teachers and school administrators applying and practicing effective classroom and school-wide rules and procedures respectively. * Ensures that teachers and administrators employed to teach and build acceptable behavior that is positive and helpful, promotes social acceptance, and leads to greater success in school. * Observes and interacts with teachers and students on regular basis and provide feedback and input to school administration for improvement. * Build a positive teacher-student relationship by providing timely and frequent positive feedback for appropriate behavior, and to swiftly and consistently respond to inappropriate behaviors * Guide and advise teachers on effective classroom instructions and ensure that teachers are maintaining a desirable classroom climate and provide students with quality instructional delivery aligned to the skill level of each student that enables students to experience success and keeps them attentive. * Guide and support teachers on behavior reduction strategies and practices to reduce problem and unacceptable behaviors. * Conducts ongoing formative assessments and progress monitoring to promote interventions for school improvement. * Monitor and supervise on how is assessing a student’s performance throughout a lesson offers a teacher insight into who is succeeding and who is falling behind and collect and maintain data gained through both informal and formal assessments. * Visualize the data in the form of a graphic and narrative. | | |
| **Sub-Competencies:**   * Honesty and commitment to the profession. * Treating and interacting with students impartially. * Establishing safe and conducive learning environment. * Subject knowledge expertise in one of the curriculum subjects. * Designing and preparing lesson plan in compliance with MOE standards. * Applying multiple teaching styles and instructional strategies to engage students in learning process effectively. * Communicating well and effectively with students and parents. * Applying and using combine informal and formal assessment techniques to monitor student performance and progress. * Applying and practicing technology, portfolios and other creative methods to assess students |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Respect to teachers and students. * Deals with others impartially and appropriately. * Knows how to prepare a lesson plan * Has subject-knowledge expertise in only one subject of school curriculum. | * Deals and interacts with teachers, students and school administrators with respect. * Knows how prepare a lesson plan and can guide others as well. * Has subject knowledge expertise more than one subject of the school curriculum. * Knows multiple teaching styles and strategies. * Knows formative assessment of students. | | * Communicate effectively with school administrators, teachers and students. * Knows MOE standards and comply with them in all his/her actions. * Expert in many subject rather than his/her own subject area. * Able to create safe and conducive learning environment. * Use multiple instructional delivery strategies. * Knows informal and formal assessment techniques. * Knows technology, portfolios and other creative methods to assess students |
| **Negative Indicators** | | **Development Ideas** | |
| * Does not follow MOE standards. * Does not communicate appropriately with teachers, students and school administrators. * Does not expert in subject taught in the schools. * Does not know teaching styles and strategies. * Does not know formative and informal assessment of students. | | * Participate and attend clusters of professional development of teachers, ask other teachers and colleagues who are knowledgeable in teaching styles and instructional delivery and teaching methodology. * Find a training program / opportunity where you could learn about teaching concepts, theories and teaching and learning processes. | |

To be this: we need more clarity on the experience, qualification, class levels in each school, number of schools, school strength, number of teachers per school- per person etc, because this is too much of an expectation from a single individual

If at fumdamental level-one subject person, then how many of these will be assigned to per school-is it subject wise etc???

Nature of Communication channel between fundamental-intermediate and advanced levels of individuals, what is their ratio, wrt no of schools.

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| **Functional/Technical Competency: Reporting and Feedback** | | | |
| **Definition:** The ability to prepare and provide reports of what is monitored and observed and provide effective and constructive feedback to teachers and school administrators to improve performance and school development. | **Behavioral/Operational Indicators (Success Criteria):**   * Well-familiar with the MOE reporting formats and prepare his/her reports in compliance with the standards. * Writes effectively and convey the message according to the needs of audience and with purpose. * Prepares and provides reports on monitoring, visits and inspections of schools to all levels of authorities when needed. * Observes events, attitudes and actions of teachers and school administrators and monitored plan actions and prepare informative and progress reports to inform senior management and support decision making process. * Provides effective and constructive feedback to teachers and school administrators on teaching and school management, and how to work with all stakeholders. * Supervision ensures that Academic (supervision) is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the teachers and schools, the profession, and society at large. | | |
| **Sub-Competencies:**   * Writing ability in local languages * Observing events, attitude and actions * Understanding of MOE standards reporting formats. * Monitoring of planned activities. * Constructing and giving effective feedback |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Able to write and read in national languages. * Able to use five senses to observe. * Able to provide feedback to teachers and school administrators. | * Able to writes reports in MoE formats in national languages. * Capable to monitor and observe events, attitudes and actions. * Good in report writing and have sound understanding of purposes of reports. * Capable to provide feedback and communicate effectively. * Capable to use computer application for report writing and communication. | | * Capable to design and develop report format in national and English languages. * Monitor and observe to get relevant information for effective decision-making. * Know what is required when and to whom should be provide in an accurate report format. * Capable to provide on time and constructive feedback and communicate the purpose effectively. * Tech-oriented, know and have sound understanding of computer applications and their use for purpose. |
| **Negative Indicators** | | **Development Ideas** | |
| * Does not use and know the MOE reporting formats and needs. * Unable to write and read in national languages. * Fail to collect and gather relevant information through monitoring and observation. * Fail to provide ongoing formative and constructive feedback effectively. | | * Get orientation from senior management on MOE reporting formats and requirements. * Study report writing and feedback mechanism guidelines and books. * Observe others/seniors that how they provide input and feedback to teachers and schools’ administrators. | |

Get orientation from senior management on MOE reporting formats and requirements : more than this is there a window for one-on-one consultation???

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| **Functional/Technical Competency: Documentation & Record Keeping** | | | |
| **Definition:** The ability to document and record events, behaviors, activities and results, and keep them organize and retrieve when needed for better decision-making process. | **Behavioral/Operational Indicators (Success Criteria):**   * Demonstrates awareness and understanding of key principles of the MOE record management policy and maintain high professional standards and system of record keeping within department either electronically and via papers (soft and hard). * Lead record keeping audit in his/her area to ensure compliance and maintain standards and respond with appropriate actions plans to address issues and maintain standards and use the schools’ data for research teaching and supervision within the boundaries of authority. * Demonstrate responsibility and accountability in maintaining Academic Supervision records keeping with evidence and the confidentiality of teachers and school administrators (by papers and electronically) * Act as a mentor and teacher to junior colleague’s role modelling best practice in record keeping. * Contribute to producing a legible, factual and accurate record either electronically or is written up as soon as a possible after an intervention and are signed, dated and timed with a full name and job title against the first entry in soft and hard. * Ensure notes / teachers/school administrators records are stored and filed confidentially (not left accessible) * Demonstrate care and consideration for the teachers/school administrators and AS paper record following filing and storage guidance/procedure. * Accurately record teachers/schools related communications by AS professionals and agencies contemporaneously. * Demonstrate that his/her documentation is unambiguous, not containing jargon, abbreviations and any alterations on paper are dated, timed and signed and remain legible, electronically have followed the guidance on information system. * Keep and maintain documents and records organized in files and computer. * Provides on time accurate data and information for decision making to senior management. | | |
| **Sub-Competencies:**   * Knowledge and understanding of MOE record management policy * Using 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 of data and information. |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Use MoE formats for documentation and records * Keep documents and records in notebook/ record books and files. | * Understand MoE record management policy. * Documents and record data in MoE formats in an organized way. * Capable to document and record events and activities conclusion. * Manage and maintain proper filing of records. | | * Design and develop record management system in compliance with MOE policies. * Design and develop data and information collection formats complying MOE’s requirements. * Creates and establish appropriate records and documents filing system (electronically and on paper). * Use computer application for storing, organizing and retrieving data and information |
| **Negative Indicators** | | **Development Ideas** | |
| * Does not keep and maintain records in files/computer * Does not follow MoE record management policy and use of its formats. * Does not interested in learning of archive and record management * Fail to store, organize and retrieve data and information of the available records and documents | | * Take support from colleagues and seniors on how manage and maintain documents and records. * Check his/her records and documents filing system frequently to ensure up to date documents and records kept. * Get training on data and archive management system. | |

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| **Functional/Technical Competency: Observing & Gathering Information** | | | |
| **Definition:** The ability to listen and interact with others to gain accurate and appropriate information and attention to detail, focus, analyzing, reasoning and memorizing of what, when and where were observed to make better decision and respond in an appropriate manner through observing events, attitude and actions of others. | **Behavioral/Operational Indicators (Success Criteria):**   * Actively listen and focus to the person speaking, comprehend his/her message and respond in appropriate and thoughtful way. * Pay attention to the person speaking and his/her verbal and nonverbal cues, such as tone of voice, body language and facial expression and keep engaged in conversation with the speaker. * Evaluate and regulate his/her own emotions as well as recognize and empathize with the emotion of others. (being sensitive) * Connect with others and builds meaningful relationships by identifying the emotional state of others around him/her. * Think critically and analyze context and facts and thoroughly understand a topic or problem, and remains objective as he/she identify issues and develop effective solutions. * Ask relevant questions with purpose to get the required data and information and reduced the distraction to the minimum. | | |
| **Sub-Competencies:**   * Communicating and interacting effectively. * Paying attention to details * Listening actively * Asking relevant questions with purpose * Critical Thinking |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Observe the places and people behaviors * Write down what is observed. * Search for details | * Avoid generalization in observation * Present and engage in conversation on the moment. * Ask for feedback * Give others a chance to share what they're thinking or feeling | | * Actively listen to others’ responses and feedback in a thoughtful way and effectively comprehend. * Let others to speak more and ask relevant and appropriate questions. * Learn from surroundings and look for details * Ask relevant questions to the situation and take notes to understand and analyze. |
| Negative Indicators | | Development Ideas | |
| * Does not listen actively * Does not look and pay attention to details * Does not get feedback from others * Does not think critically | | * Develop the skills of learning from surrounding, active listening and getting feedback. * Look for learning opportunities and participate in session where you could improve observing skills. | |

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| **Competencies Clusters/Group:** Behavioral/Operational Competencies | | |
| These are personal qualities of individuals that includes decisiveness, communication, analytical skills and critical thinking to solve problems and overcome challenges with confidence and take accurate decisions and share information effectively. | | |
| **Competencies** | **Descriptive Summary** | **Academic Supervisors’ Level** |
| **Communicating effectively & with impact (Oral and Written)** | The ability to effectively exchange information with teachers and schools’ administrators. Communicates clearly and confidently with others to engage and influence; promotes dialogue and ensures timely and appropriate messages, building confidence and trust with others. | All levels |
| **Developing self & others** | Invests time and energy to actively develop self and others to help realize their full potential, and to build the teachers and school administrations’ capability for the future. Be people builder; provides challenging and stretching tasks and assignments; constructs compelling development plans and executes them; pushes direct reports to accept developmental moves. | All levels |
| **Problem – Solving and Decision Making** | Uses analysis, wisdom, experience, and logical methods to take effective, considered and timely good decisions by gathering and evaluating relevant information from within or outside the organization and make appropriate judgements and solve difficult problems with effective solutions; appropriately incorporates multiple inputs to establish shared ownership and effective action. | All levels |
| **Working Effectively with Others** | Works collaboratively to achieve MOE goals and thrives on diversity of people and perspectives. Knows when to lead and when to follow and how to ensure effective cross-boundary working. | All levels |
| **Managing and measuring work** | Clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work. | All levels |

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| **Behavioral/Operational Competencies: Communicating effectively & with impact (Oral and Written)** | | | |
| **Definition:** The ability to effectively exchange information with teachers and schools’ administrators and communicates clearly and confidently with others to engage and influence; promotes dialogue and ensures timely and appropriate messages, building relationship and trust with others. | **Behavioral/Operational Indicators (Success Criteria):**   * Share and provide clear, concise and critical information with clarity and unambiguity to AS leadership, schools administrators, teachers and local society in all formats of communication includes; verbal, written and electronic. * Actively listen with attention, patiently and politely and considers opinions of others even when he or she disagrees. * Provides constructive and thoughtful feedback effectively and in appropriate situation to sub-ordinates and peers. * Ensure effective and proactive communication throughout the organization * Demonstrates an understanding of the audience’s perspective in communication * Leads effective and efficient meetings * Utilizes communication technology and social media effectively. * Build and sustain effective relationship with local communities, teachers and school administrators. | | |
| **Sub-Competencies:**   * Communicate and interact effectively (verbal and written) * Listen Actively * Inspire others * Collaborate with others. * Present and Visualize data and Information * Meeting Effectiveness * Social Technology and Social Media Savvy * Sustain relationship with others |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Actively listen to understand prior to being understood. * Prepare a concise and well-structured communication. * Provide appropriate relevant, accurate and errors free and timely information to others. * Prepare himself/herself effectively for meetings. * Promptly responds to stakeholder concerns via written, verbal, or electronic communication * Notifies upper management of appropriate issues or concerns * Translates organizational communication strategies into practice at the operational level | * Able to compose inspirational and galvanizing messages * Deliver complex issues and problems with clarity, brevity and confidence. * Promotes dialogue with key stakeholders through active listening and effective inquiry approaches. * Adapts communication style to maximize support and engagement * Advises others on different approaches to influence key stakeholders * Delivers well-organized, impactful presentations and facilitates and transfers knowledge to others. * Seeks out new methodologies for communication to engage new audiences * Appropriately incorporates wit and humor into his/her writing | | * Articulates the alignment between AS initiatives and MOE strategy * Communicates the MOE mission and vision to other key stakeholders * Creates strategy for a culture that fosters efficient and effective interactions and decision-making. * Communicates AS strategy and initiatives to provincial and district AS unit leaders and AS staff. * Creates channels for open communication across and within levels of responsibility. * Engages in conversations with stakeholders using appropriate communication modes and methods to achieve desired outcomes and oversees culture communication strategy. * Delivers influential advice and briefings to internal and external audiences to build the call for action * Negotiates effectively with stakeholders to reach best possible outcomes |
| **Negative Indicators** | | **Development Ideas** | |
| * Does not consider audience needs in communication. * Does not listen to other views for understanding. * Does not know the MOE mandates and how build support for ideas. | | * Before communication identify the needs of audience, identifying potential questions and objections. * Think about how to tailor your presentation to meet audience needs. * Ask your team members for feedback on how well you question and listen. | |

**Only after getting a clarity on the nature of allocation of supervisory levels, this component can be analysed: There are two possibilities: One: stand alone levels and the members receive training at that level. Two: Any member recruited to a particular level progresses into subsequent higher level over a period of time (Whether it is fixed general progression from 1st -3rd level or are there lateral entry point needs to be understood)**

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| **Behavioral/Operational Competencies: Developing self & others** | | | |
| **Definition:** The ability to build people, invests time and energy to actively develop self and others with constructing development plans and executing them to help realize people full potential, and to build the schools and teachers’ capability for the future through providing challenging and stretching tasks and assignments and pushing them to accept development moves. | **Behavioral/Operational Indicators (Success Criteria):**   * Coach and mentor others with limited or disadvantage backgrounds through sharing information on how things operate in an environment and providing support to others. * Allocate time to help others develop in areas of strengths, weaknesses, and competencies and help them plan to improve or develop these areas. * Appraise others fairly and accurately and suggest competency development based upon honest assessment of their strengths and weaknesses. * Convince others that tough, new, challenging and different assignment are good for them and come out from their comfort zone, eve if they do not view a task as useful. * Engage others in tasks and activities that outside their work environment to expand their perspective and volunteer them for cross-boundary task forces. * Advise people to get regular feedback from multiple sources. Advise them to attempt new tasks that will stretch them and to get immediate feedback. * Prepare a development plan: Challenge others with relevant challenging tasks or assignments. Draw attention to useful behavior, keeping a written summary of what does and doesn’t work. Encourage a blend of activity that involves tasks and assignments, interaction with people, and course work or reading. * Delegate for development and recommend tasks to others that helped them develop. varied assignments and switching tasks with others. * Ask others what they learned new that they did not know before and reinforce and encourage this learning. * Evaluates subordinates’ performance accurately and fairly, providing effective feedback on a regular basis. * Assimilates and applies new, job-related information in a timely manner. | | |
| **Sub-Competencies:**   * Coaching and Mentoring Others * Setting learning and growth plan * Delivering Training * Appraising others * Delegating of tasks * Learning Ability * Confidentiality |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Actively shares knowledge and experiences with others * Provides tasks for the purpose of developing others * Gives regular positive and constructive feedback to others * Suggests development plans * Allows others to accept developmental tasks | * Works jointly with others in helping them construct development plans * Identifies clear development needs and development plans through regular constructive reviews of their own performance (and their team’s where appropriate) * Creates space for others to learn and provides challenging and stretching tasks and assignments when people are ready for them * Coaches others to learn from their experiences on the job and to use the resources available to them * Looks for new ways to creatively challenge others and implements them | | * Creates an environment of positive feedback, encouraging others to reach farther and higher and to press on toward their goals * Creates and enables a learning culture with measures and processes that support the development of staff * Takes personal accountability to build organizational capabilities to meet current and future challenges * Ensures that developmental opportunities, resources and time are available and provided equitably to all * Creates opportunities for enrichment, as well as development programs for others, and motivates them to participate |
| **Negative Indicators** | | **Development Ideas** | |
| * Provide unhelpful and irrelevant or demotivating feedback and input or avoids it altogether * Does not provide challenging and stretching tasks and assignments * Does not create opportunities of development program to enrich and grow. * Fails to delegate or blocks individuals from development opportunities * Does not allocate time to develop others. | | * Provide your development plan with an expert or senior team members in order to model personal development. * Work with someone you trust, who is objective and able to give you their time. * Identify one or two things you have performed recently, practice explaining what you did to your trusted colleague and identify any learning. | |

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| **Behavioral/Operational Competencies: Problem – Solving and Decision Making** | | | |
| **Definition**: The ability to use analysis, wisdom, experience, logical methods, creative and critical thinking to take effective, considered and timely decisions by gathering and evaluating relevant information from within or outside the organization and making appropriate judgements to establish shared ownership and effective action. | **Behavioral/Operational Indicators (Success Criteria):**   * Generate new ideas, imagine possibilities, and find relationships among seeming unrelated concept to establish and create new and radical ideas and approaches of thinking out of the box and convince others about these new ideas, and transform them into action. * Use logical and systematic ways to make a right decision and address critical problems of education process more precisely. * Convince himself/herself about a solution to problem and then convince others to make a specific decision on solving a problem to address their existing problems and the impact and benefits of the is decision. * Continuous learning and exploration to have deep knowledge about the education system and problems domain to explore new trends in education and different analysis techniques to form solution to problems based this learning and the previous experience. * Be clear and honest with yourself and others about your opinions, attitudes, beliefs, prejudices, and favorite or universal solutions. Keep the decision-making objective and consider the nuances of each specific problem, and deal with the facts. * Check for common errors in thinking or problem solving and separate facts from assumptions or opinions, and avoid generalizations, and ask questions. Visualize complex problems using storyboards or flow charts. Take the present set of affairs, and project it to the future to consider where problems may occur. * Thoroughly define the problem and collect, organize, and analyze information. Categorize and look for patterns in data. Think out loud with others, ask questions, and share his/her views of the problem. * Do a historical analysis and use logic: Perform an objective analysis of the success of past decisions. Develop disciplined methods to probe all solutions for answers. * Take the time to define the problem and to consider several solutions before making decisions. Wait for as much data as possible to come in before making decisions. Slow down and ask what questions yet need to be answered. * Make big problems a series of smaller problems. Make smaller decisions, get instant feedback, correct the course, get more data, and move forward. Play out the consequences in his/her head to see how each solution he/she consider fits the real situation. * Get help and input from others: Enlist the help of a group to make the decision, or delegate it to someone else. Seek advice from someone around him/her who makes decisions the way you would like to, and ask this person about his or her process. Assess what questions this person asks and what principles he or she follows. * Resist making decisions based upon how you did it in the past. Come up with fresh ideas. Read the biographies and autobiographies of a few people you respect, and observe how they have made decisions. * Realize that mistakes are learning opportunities and that many initial solutions to problems do not work the first time. Learn from what went wrong and what went well and try again. | | |
| **Sub-Competencies:**   * Creative and Innovative Thinking * Logical and Critical Conversation * Risk Management * Self-Awareness & Management * Social Awareness and Management. * Analytical Skills * Negotiation Skills * System & Strategic Thinking * Active listening * Troubleshooting |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Uses a combination of logic, analysis, experience, wisdom, and methods to make sound, timely decisions and to solve problems * Gathers the right information and uses critical thinking to make effective and timely decisions * Stays with a problem or challenge until a solution is reached or no longer reasonably attainable * Understands levels of inclusion in decision making and knows when to involve others in a decision * Involves others in the thinking and decision-making process and demonstrates awareness of the wider external influences that impact on decision making * Has solutions and suggestions that are effective and turn out to be correct and accurate when judged over time and simplifies processes and procedures wherever possible | * Uses a combination of logic, analysis, experience, wisdom, and **advanced methods** to make sound, timely decisions and to solve problems. Demonstrates the ability to solve difficult problems; creates effective solutions * Demonstrates persistence, skill, and resilience throughout the process and use data and evidence to drive decision making for quality improvement. * Analyses and exercises judgment in challenging situations in the absence of specific guidance or knowledge of the full facts * Evaluates the opportunities and risks of each idea and solution to make informed strategic decisions * Delivers solutions and decisions when decisions are due and is prepared to account for them | | * Makes sound, timely decisions to solve problems and demonstrates the ability to solve complex, difficult, and intractable problems, creates effective and innovative solutions. * Recognizes and addresses root causes of long-term problems facing the MOE. * Identifies the appropriate level of inclusion indicated; builds and leads coalitions and teams to facilitate the work when indicated and brings in external perspective to ensure strategic decision making remains relevant and future focused * Provides a strategic framework to support decision making across the MOE * Explores and analyses external trends and their potential impact on strategic choices * Delivers solutions and decisions that have a positive, far-reaching, and comprehensive organizational impact, influencing future events and directions * Takes calculated risks and has the courage to stand by decisions despite resistance |
| **Negative Indicators** | | **Development Ideas** | |
| * Becomes overwhelmed by a problem; fails to break it down into manageable parts * Think overly wise or close to perfect as someone who cannot or does not make mistakes. * Does not willing to negotiate and seeks excuses rather than solutions or ways forward * Jumps straight to a solution without thinking things through or tend towards analysis paralysis and wait too long to come to a conclusion. * Defers decisions to others rather than take responsibility themselves * Get hung up in the process, miss the big picture, or make things overly complex | | * What sources do I use or need to use to acquire all the relevant data needed to make a decision or solve the problem? * When you uncover problems, issues or opportunities, identify all the sources of information, resources or people involved in solving the issue. * Whom can I involve to give input or to act as a sounding board to solve a problem? * Consider using new ones to expand your perspective and discuss your conclusions with a trusted colleague to gain an alternative perspective. * Have I been pursued by others as a consultant for input, analysis, process support, or direction? * Talk to colleagues in other teams to understand the problems they are facing and discuss their intended approaches and apply learning. | |

About solutions and decisions: to get clarification of the nature of autonomy and responsibilities given to the AS in their respective levels. On the whole irrespective of the levels there seems to be an assumption to accord autonomy with accountability to provide solutions and take decisions. An understanding of the roles and responsibilities of AS and their prior knowledge that is pre-requisite to enter each level needs to be charted (based on the assumption that an individual AS progresses through these three levels in their career)

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| **Behavioral/Operational Competencies: Working Effectively with Others** | | | |
| **Definition**: The ability to work with others collaboratively and thrives on diversity of people and perspectives. | **Behavioral/Operational Indicators:**   * Treats others with respect and dignity, and builds engaging relationships with others through trust, teamwork, and effective communication, and demonstrate approachability and openness. * Demonstrates ability to effectively build a network of contacts at all levels within the AS function and in the community, both internally and externally. * Listens equally to everyone and help them tactfully to be shorter next time, keep calm when verbally attacked and criticized. * Respect others’ needs, feelings and rights by allowing others to disagree and share information and expertise openly. * Consider his/her task to accurately understand what is being said, not to accept or refute. Try to absorb the energy of his/her opponent to manage him or her. Ask clarifying questions without hitting back. Allow others to talk until they run out of venom. * Communicates information and/or arguments effectively, gains support and acceptance of other parties and compromises when appropriate. * Uses appropriate interpersonal styles, methods of communication, data and arguments to gain agreement or acceptance of an idea, plan or activity. * Maintains and promotes organizational, social, and ethical standards and values in the conduct of internal as well as external education/MoE activities * Is socially outgoing and able to mix easily with others. | | |
| **Sub-Competencies:**   * Honesty and Integrity * Working in team * Communicating well orally * Active listening * Building community relationship * Negotiating and conflict management * Adaptability * Empathy * Flexibility * Influencing * Sociability |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Actively listens to new and different perspectives and experiences of those they work with * Proactively supports team members and trusts their capabilities * Demonstrates understanding of their skills and how they complement those of others within diverse teams and groups * Clarifies their role and responsibilities within the team to maximize impact | * Enables people from a wide range of backgrounds and perspectives to contribute to positive outcomes * Breaks down silo working and challenges behaviors that are not collaborative * Knows when to follow and lend leadership to strengthen other leaders * Recognizes when trust is broken and seeks to resolve conflict and re-establish trust | | * Offers organization-wide support and collaboration to networked leaders across the whole movement to deliver change for learners * Opens up hidden areas of organizational disagreement and drives for collaborative resolution * Builds an organization which reflects the communities in which we work * Creates an environment which promotes diversity and does not tolerate discrimination |
| **Negative Indicators** | | **Development Ideas** | |
| * Sees themselves as better than others and fails to respect others’ contribution * Blames others for problems within the team * Keeps important information to themselves or within the immediate department * Acts unilaterally without involving others * Is unwilling to follow someone else’s lead | | * Review a piece of work or project you were involved in and view the project from different people’s perspectives to understand their thoughts, feelings, concerns and views. * Talk to some of these people to check your understanding. * Identify the things you believe the team is doing well and one or two things each team member is doing well. * Find opportunities to give this feedback. | |

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| **Behavioral/Operational Competencies: Managing, measuring work through processes and systems** | | | |
| **Definition**: The ability to sets clear objectives and assigns responsibility, task and decision. Creates systems and processes that manage themselves. Measures and monitors process, progress and results and provide feedback. | **Behavioral/Operational Indicators:**   * Recognize and understand the structure of the organization at all levels. * Map processes and systems in the form of flow, move the process along with good plan, make better use of resources and being proactive and anticipate problems before they occur. * Follows the processes and implement plan, stopping once in a while to allow things to run their course, and recognize that due process takes time. * Communicates vision to others and exchange the goals of processes with those he/she needs to support and purposeful in his/her communication methods (e-mail, speeches, phone messages, memos). * Sets SMART goals and objectives, and measures to track progress and communicate clearly verbally and in writing. * Engage people in the goal-setting effort: Allow others to have a say in how goals are set and measured to motivate their performance. * Gives people tasks to match his/her capabilities, delegates to others and ask their opinions when they come to him/her for decisions. Help them think things through, and trust them to follow the plan. * Establish a process to enable people to monitor progress and gauge their pace * Give a lot of feedback during the process to promote adjustments, add value to the work, and keep everyone on the same page * Creates contingency plans, and pay attention to the weakest links * Involves others in the creation of the process or system, and in monitoring the progress of it. Get others involved in implementing the process feedback to keep up on timing and progress. * Be flexible: Be prepared to change and anticipate problems. | | |
| **Sub-Competencies:**   * System Thinking * Strategic Thinking * Communicating well (Oral and written) * Planning and organizing * Monitoring and supervising * Managing data and information * Managing Change and development |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Can follow through with measurement of a process or system that is already designed and oversee simple operations. * Monitor, observes process, progress, and results. * Interacts with others to offer and receive feedback systematically. * Assign others responsibility for tasks. | * Devises the processes and procedures, and clearly communicates them to others * Organizes people and activities into an efficient workflow * Makes things work through others without being there * Clearly communicates expectations to groups, eliminating ambiguity * Sets quantitative and qualitative measures that are observably tied to goals and objectives | | * Expertly fashions both simple and complex systems for large groups or organizations * Designs complex systems that can manage themselves or with little intervention * Creates opportunities for synergy and integration of workflow by using knowledge of the types of people or groups involved * Impacts organizations, people, and results remotely * Designs an efficient and effective system of reporting progress and evaluations results and broadcasts tangible benchmarks and success measures * Clearly communicates expectations and aspirations to groups and organizations * Adjusts quantitative and qualitative measures as needed to ensure appropriate feedback on priority goals and objectives * Implements feedback loops that provide information to appropriate individuals who are empowered to make decisions and exercise authority within the prescribed framework |
| **Negative Indicators** | | **Development Ideas** | |
| * Set unreasonably high standards and expectations. * Resist to change and state-of the art systems. * Too confident in the way things are going and unaware of negative events. * Try to control every aspects of the work. * Does not empower others to be responsible for their tasks. * Does not set clear goals, objectives and clearly communicate. * Does not exist proper monitoring, observing, reporting system | | * Learning from experience, feedback, and other people and use multiple models. Select role models of towering strengths (or glaring weaknesses). * Study people who have successfully done what you need to do. Summarize their tactics, strategies, and insights, and then adjust your plan accordingly. * Get feedback from your direct reports. Set a positive tone, and don't retaliate if you don't agree. * Get feedback from peers and colleagues. Promote trust to get honest, quality feedback. | |

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| **Competencies Clusters/Group: Cross-Functional Competencies** | | |
| These competencies are contributing in advancing teamwork, increasing effectiveness and boosting motivation, and carrying out related tasks and activities efficiently. | | |
| **Competencies** | **Descriptive Summary** | **Academic Supervisors’ Level** |
| **Planning & Organizing** | The ability to create and use logical, systematic processes to achieve goals. Accurately determines the length and difficulty of tasks and activities; sets clear, realistic, and measurable goals; sets priorities and time parameters to accomplish tasks and Activities; anticipates roadblocks and develops contingencies to redirect tasks so momentum is not lost. Can marshal resources (people, funding, material, and support) to get things done; can orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner. | All Levels |
| **Creativity / Innovation** | Develops and implements innovative solutions to adapt and succeed in an ever-changing, uncertain work and environment. Generates many new and unique ideas; makes connections among previously unrelated notions; is unafraid to use unorthodox methods; is seen as original and value-added in brainstorming settings. | All Levels |
| **Personal Learning and Growth** | Is personally committed to and actively works to continuously improve himself or herself; recognizes the need to change personal, interpersonal, and managerial behavior; and actively seeks feedback. | All Levels |
| **Integrity and Trust** | Is widely trusted and seen as a direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent himself or herself for personal gain. | All Levels |

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| **Cross-Functional Competency: Planning & Organizing** | | | |
| **Definition:** The ability to determine the lengths and difficulty of tasks and activities, set priorities and develops contingencies to avoid waste of time and resources, use resources (people, funds, materials and support) effectively and efficiently. | **Behavioral/Operational Indicators (Success Criteria):**   * Determine his/her goal and objective, timeline, resources and support, and sequence of events. Ask others for their comments. * Sets plan, goals, and measures, communicate plan to others and keep track of progress. * Match people and tasks: Match strengths, experience, and levels of knowledge appropriately * Set up a process to monitor progress against the plan: Invite others to give feedback on the progress. * Get others to help: Share your ideas with others, and get their input on your plan. Delegate planning responsibilities to others more adept at it, providing them with the goals and objectives. * Integrate diverse systems, processes, or procedures across decentralized or dispersed units. * Establish data and records archive management system manual or digital. | | |
| **Sub-Competencies:**   * Setting goals and objectives * Prioritizing of 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 |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Evaluates and accurately determines the length and difficulty of tasks and activities. * Sets clear, realistic, and time-bound objectives and goals * Understand and breaks down work into the process steps * Establishes priorities for self, developing schedules and plan. * Directs and channels people and material to accomplish goals * Keeps orderly files and records such that information can be retrieved when requested | * Plans and organizes projects and tasks for himself or herself, as well as for the organization Enlists resources (people, material, funding, support) to get things done efficiently * Handles multiple tasks simultaneously and efficiently, delegating tasks to efficiently and continually move actions forward * Investigates possible roadblocks and develops contingencies to redirect tasks so momentum is not lost * Sets priorities and time parameters to accomplish tasks and activities. * Establishes priorities for self and others, developing schedules and assignments * Keeps accurate and current records in a logical organizing system that is accessible to all people | | * Develops strategies for the organization and coordinates efforts to implement them * Designs methods for implementing plans and for measuring success * Fluently conveys the plan to all, creating structure for communication and interaction * Anticipates impact of environment and situations on projects and plans how to compensate for the unexpected * Recruits groups and resources to achieve lofty goals with extreme adeptness * Tackles multiple complex tasks and directs their operation concurrently and smoothly; communicates expectations to organization and builds in accountability measures * Maintains accurate and complete records, and develops district-wide organizing systems and processes |
| **Negative Indicators** | | **Development Ideas** | |
| * Does not set goal and objectives. * Does not prepare plan and contingency plan. * Does not use resources effectively and efficiently. * Does not delegate responsibility and authority. * Does not manage data, information and records appropriately. | | * Study people who have successfully done what you need to do. Interview them. Summarize their key strategies, tactics, and insights. * Preview a plan with a test audience. Explore all sides of an issue with others. Allow the plan to emerge from the process as you do. * Get feedback from those in authority. Communicate that you are open to constructive criticism and are willing to work on issues they view as important. * Get feedback from your direct reports. Set a positive tone, and don’t retaliate if you don't agree. * Take a training on planning and organizing. | |

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| **Cross-Functional Competency: Creativity & Innovation** | | | |
| **Definition:** The ability to create and execute innovative solutions to adapt and succeed in an ever-changing, uncertain work and environment and generates many new and unique ideas. | **Behavioral/Operational Indicators:**   * Makes sound decisions based on evaluation of available information * Transfers knowledge and best practices from one situation to the next. * Applies critical thinking to information received from MOE stakeholders and evaluates what can be used for MOE success and gathers critical information for analysis and conclusion. * Remove the restraints, throw uncertain things out there for review. Broaden his/her perspective. Be a little impractical and get out of his/her comfort zone; try some new things to perform. * Try value-added approaches: Get fresh ideas and take time to study the issue deeply. Think out loud and discuss the situation with others. Turn the problem upside down and inside out. Ask broad questions to aid the search for better solutions. * Do not rely on logic and rules and generate ideas without initially judging them. Look for the least likely and the odd, ask what’s missing, and come up with new patterns. * Recognize that mistakes and failures are learning devices. * Apply some standard problem-solving skills and ask more questions before attempting to craft solutions. Visualize the situation (through a storyboard or flow chart). Consider worst-case scenarios and anticipate problems. And take a break, or sleep on it. * Define the problem: Ask questions and determine the causes of the problem. Spend time defining and rethinking the problem. Generate several possible solutions before picking one. * Select a group to help: Assemble a diverse group of people to attack a problem. Seek fresh approaches from people from other organizations, functions, levels, and disciplines. * Clearly and thoughtfully define the problem, record ideas and discuss with the team to select the most effective and interesting ideas. * Experiment and learn: Try lots of quick, inexpensive experiments to increase chances of success and improvement. * Apply structure: Come up with the best option and subject it to testing and criticism. * Leverages technology to solve existing education system problems | | |
| **Sub-Competencies:**   * Measuring and assessing * Ability to generate ideas * Problem-Solving * Critical thinking * Focusing on tasks * Researching and development * Curiosity * Mindfulness |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Generates new ideas regarding his or her job * Searches for new and more effective methods, making connections between previously unrelated ideas * Is seen as creative, a contributor, original and value added in brainstorming settings * Suggests creative improvements and better ways of working * Seeks out and applies successful ideas from others to overcome challenges * Shifts tasks, roles and priorities to perform effectively under changing or unclear conditions * Applies lessons learned to enhance future ways of working | * Develops innovative ideas and methods of doing things * Pursues new methods and solutions, thinks outside the box, connects disparate ideas, is unafraid to use unorthodox methods * Is seen as a motivator and guide for others to generate new ideas in brainstorming sessions * Openly talks about doing things differently, pushing the boundaries and ways of working to drive improvements * Demonstrates flexibility in following processes and procedures, while remaining true to the organization’s values, laws and policies * Anticipates change and adapts their (and team’s) plans and priorities accordingly * Builds the confidence of others in their own ability to develop new ideas and embrace change * Generates learning for the organization and evidence for the impact and quality of our work | | * Consistently generates and employs original ideas for himself or herself and for others, tackling both simple and complex problems * Uses analysis and cross-pollination of information from one situation to another to solve problems * Is seen as bringing out the best in others in brainstorming sessions or one-on-one, leading them to discover new connections, new solutions, and new ways of doing their jobs * Drives innovation and breakthrough solutions to improve outcomes for learners * Promotes a culture and work environment to test new ideas, takes risks and learns from failures * Sponsors initiatives to ensure that people, processes and technology create an agile organization, responding quickly to external events * Embeds and scales evidenced-based change to deliver enduring transformation for learners * Brings the best of innovations from our partnerships and other sectors into the MOE. |
| **Negative Indicators** | | **Development Ideas** | |
| * Only values their own ideas and not those of others * Holds on to the past and resists change * Sticks rigidly to procedures, even when inappropriate * Starts new initiatives without checking out what others have done/ are doing * Misses cues for change because too internally focused * Discourages innovation | | * List the processes in your area that could be improved, identifying what you think is wrong and what specifically you could do to improve them. * Identify one and take the necessary actions to improve it. * Volunteer to lead a project team/working group to manage a change initiative | |

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| **Cross-Functional Competency: Personal Learning & Growth** | | | |
| **Definition:** The ability to enhance and empower oneself by discovering full potential, and improve physical, emotional, intellectual, spiritual, social, and/or economical state. | **Behavioral/Operational Indicators (Success Criteria):**   * Observe, listen, be a student of people and watch others’ reactions, ask others for direct feedback, both during and after work. Look for behavior patterns to better adjust to their responses. * Observe others and learn from others who are good with interpersonal transactions or transitions and tense situations. Note how they react to and monitor problems; ask questions, make statements, and state things in hard, moderate, or soft ways. Ask them for their rationale in these situations. Relate the information to his/her behavior. * Practice thinking inside-out when he/she is around others. Consider what behavior will best accommodate others' learning. Avoid the arrogance of devaluing the contributions of others by working harder to observe, read about, and interview others. * Pay attention to non-verbal cues and watch for body language (turning away, crossed arms, staring, glancing at the watch) in others to signal when it’s time to do a process check or change course. * Explain everything he/she say. Try to stretch himself/herself; do uncharacteristic things; go to your limits and beyond. By expanding his/her behaviors to become more effective across a larger number of situations. * Receive feedback: Allow others to offer him/her course-correction information without being defensive and see himself/herself in a calm state, and develop automatic tactics to resist shutting down when criticized. * Get a good assessment (such as a 360º questionnaire) of what he/she do and do not do well and what others want to see him/her keep or stop doing. Spend his/her time developing only things he/she need to. Show others he/she takes her/his development seriously by asking for their help, admitting his/her shortcomings, and trying to do something about them. * Divide his/her skills into categories: clear strengths (your best), overdone strengths (too much of a good thing), hidden strengths (others rate you higher than you do), blind spots (you rate yourself higher than others do), weaknesses (don’t do well), untested areas (haven’t tried), don’t knows (need more feedback). Determine what is important for his/her current job and the job(s) he/she may aspire to do next. Compare his/her appraisal with the success profile of those jobs. * Maintain his/her strengths and compensate for her/his weaknesses: Test strengths with new tasks and coach others in your strengths, and ask them for help in theirs. Balance your overdone strengths in important areas by focusing on the unintended consequences. Get the downside of your strength up to neutral; see that it doesn’t hurt you. Work on weaknesses by employing stretching tasks to develop the skill, getting continual feedback, building frameworks to help you understand through courses, and cementing all your learning for future use. * Deal with blind spots and untested areas: Be careful with blind spots because you think you are better at something than you may be. * Resist challenging tasks involving this skill until you clearly understand your behavior, have a target model of excellent behavior, and have a plan. * Collect more data, and have someone you trust monitor you and give you immediate feedback. * Work to clear the blind spot. Get involved in small versions of your untested areas. Write down what you did and did not do well, and then try a second, bigger version. Keep a written record of your performance, and keep increasing the magnitude of the “test” until you reach the optimum level. | | |
| **Sub-Competencies:**   * Learning from environment and peers * Digital learning * Observing * Active listening * Getting feedback * Self-esteem and confidence * Know the state-of the art needs for development and growth * Keen and passionate to learn new things |
| **Proficiency Level** | | | |
| **Fundamental Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Participates in activities for self-improvement and works to continuously improve himself or herself * Recognizes the need to develop personal, interpersonal, or managerial behavior * Works to deploy strengths, compensating for weaknesses and limits. * Is aware that different skills and approaches are required for various situations * Picks up on the need to change personal, interpersonal, or managerial behavior quickly * Is responsive to reactions of others regarding his or her influence and performance * Watches others for their reactions to his or her attempts to influence and perform, and adjusts * Reads and reacts to changing demands and responds accordingly | * Is personally committed to continually improving himself or herself and rigorously pursues multiple means to do so * Readily gets involved in activities that will challenge and stretch current skills and intellectual prowess * Actively seeks feedback from others to determine areas in which he or she can best improve * Learns from success and failures, and helps others to benefit from their experiences * Monitors conditions to anticipate the need to change, develop and grow. | | * Is dedicated to continuous learning and self-improvement, and aggressively undertakes activities to enrich intellect, to build new skills, and to hone existing skills * Continually expends his or her talents and gifts to the fullest, participating in a variety of events and pursuits designed to build on strengths * Earnestly garners feedback, and acts upon it to improve perceived weaknesses and limitations and to build a repertoire of skills * Is a role model for those who strive for personal excellence * Demonstrates mastery of agility in meeting changing conditions, development and growth. |
| **Negative Indicators** | | **Development Ideas** | |
| * Confuse people with constant efforts to improve and change, and by being so adaptable. * Err toward doing things differently rather than remaining the same * A self-help development junkie, susceptible to self-help fads * Too self-centered, spending too much time improving and too little time acting and performing * Too changeable | | * Search for opportunities to improve and take online and blended courses to grow in weak areas. * Find a coach or mentor for himself/herself. * Share your development plan with your team’s members in order to model personal development. * Work with some you trust, who is objective and able to give you their time and input. * Identify one or two things you have done recently, practice explaining what you did to your trusted colleague and identify any learning | |

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| **Cross-Functional Competency: Integrity & Trust** | | | |
| **Definition:** The ability to reflect trustworthiness and honesty in communication, and taking responsibility of actions and be transparent. | **Behavioral/Operational Indicators (Success Criteria):**   * Keep promises with being honest and forthright. * Respect others’ opinion and be respectful, and listen to others. * Accept responsibility for his/her action. * Meets job expectations, takes personal responsibility for outcomes and makes decisions based on sound judgment * Be accountable for his/her mistakes and acknowledge them and be open to constructive feedback. * Recognizes personal bias and others’ tendency toward bias, and takes measures to mitigate the influence of bias in business decisions * Have consistency in his/her words and actions * Keep information shared in confidence private and respect confidentiality * Maintains appropriate levels of transparency in organizational practices * Uses resources (intellectual, material, time, technological) in an efficient and cost-effective manner | | |
| **Sub-Competencies:**   * Honest with others * Respecting other * Responsibility of what he/she does. * Accountability of his/her work * Consistency in behavior * Transparent in his/her actions. |
| **Proficiency Level** | | | |
| **Fundamental/ Basic Level** | **Intermediate/Medium Level** | | **Advanced/High Level** |
| * Is widely trusted and seen as a direct, truthful individual * Presents truthful information in an appropriate and helpful manner * Understands and values the importance of trust * Doesn't misrepresent himself or herself for personal gain * Respects and maintains confidentiality. * Consistently applies personal values to appropriately address difficult situations | * Is known to consistently adhere to ethical principles and expects others to follow suit * Is respected as a credible source and a proven confidant * Keeps confidences even when pressured to compromise * Stays true to his or her values even when it is unpopular to do so * Influences others to behave in an ethical manner * Performs as an ethical role model and positively influences managerial integrity and accountability | | * Is known to espouse and apply a high set of ethical and moral principles * Is indisputably trusted to keep confidences and to protect sensitive information, even to his or her own detriment * Keeps confidences and promotes the value of trust and respect for personal confidences throughout the organization * Stays true to his or her values, regardless of internal and external pressures * Challenges other executives and senior leaders when potential conflicts of interest arise * Responds promptly and appropriately to reports of unethical behavior * Makes difficult decisions that align with the Ministry of Education strategies and values |
| **Negative Indicators** | | **Development Ideas** | |
| * Does not respect others. * Does not transparent in his/her actions. * Does not take accountability of his/her action. * Does not keep confidentiality | | * Focus on the facts and the problems and avoid qualifying and conditional statements; be specific and don't lay blame. * Accurately state what you can and cannot do and avoid promises and commitments based upon what you think others want to hear and honestly deal with mistakes. * Draw the line between what information you can share and what information you cannot compromise, even for the sake of your own advantage | |