

# COMPETENCY FRAMEWORK *for* SOUTHEAST ASIAN SCHOOL HEADS





Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology  
(SEAMEO INNOTECH)

Competency Framework for Southeast Asian School Heads, 2014 Edition

Domain: STRATEGIC THINKING AND INNOVATION (STI)

Competency	Enabling Competency	Indicators
1. (STI) Charting the strategic direction of the school	1.1. Work with the school and community stakeholders in developing the strategic plan	1.1.1. Demonstrate knowledge and understanding of the strategic planning process 1.1.2. Build constituency in reviewing, creating and implementing the vision, mission, values, and goals, and translate these into agreed objectives and operational plan that promote and sustain school improvement 1.1.3. Ensure that the strategic plan promotes inclusion, diversity of learners, and values and experiences of the school community 1.1.4. Ensure that the strategic plan contributes to school effectiveness and continuous improvement of learners' performance 1.1.5. Provide ongoing and effective communication for stakeholders to own the plan and carry it forward
	1.2. Lead in the implementation of the strategic plan	1.2.1. Delegate effectively to achieve objectives set in the plan 1.2.2. Promote creativity, innovation and the use of technology in the implementation of the plan 1.2.3. Ensure that human, material and financial resources are made available when needed 1.2.4. Manage the monitoring and evaluation of plan implementation and utilize results for improvement
	1.3. Demonstrate the vision and model the values in everyday work and practice	1.3.1. Ensure that decision-making and implementation strategies are based on a shared vision and understanding of the school culture 1.3.2. Work with stakeholders to create shared values and a positive school culture 1.3.3. Hold self and the school staff accountable for aligning actions and words to the school vision and values

Competency	Enabling Competency	Indicators
2. (STI) Making informed decisions	2.1. Use a range of evidence to support, monitor, evaluate, and improve the strategic plan	2.1.1 Lead in identifying and gathering useful sources of information and utilizing additional information 2.1.2 Analyze multiple forms of data/information and use the findings for strategic planning 2.1.3 Synthesize complex and diverse data and create systems for engaging stakeholders in data discussions 2.1.4 Ensure that adequate and relevant data are available to influence school staff to improve practice
	2.2. Practice regular review of plan/program implementation and utilize results in addressing implementation concerns and issues	2.2.1 Lead in gathering multiple data in plan implementation and utilize these in appropriate situations 2.2.2 Analyze a wide range of data to determine progress towards achieving goals and objectives of the plan 2.2.3 Resolve problems in early stages of plan implementation and develop realistic alternative solutions 2.2.4 Assess the importance, urgency, and risk associated with each component of the school plan and take actions that are timely and in the best interest of the school
3. (STI) Leading change and innovation	3.1. Lead change process toward the development and implementation of new approaches, systems, and structures	3.1.1 Assess local, national and global challenges and trends in education and their implications for the school 3.1.2 Maintain an open mind towards ideas to reach creative solutions to educational problems 3.1.3 Assess forces that promote and inhibit change and innovation, and utilize results 3.1.4 Facilitate change and promote innovation consistent with current and future school community needs 3.1.5 Empower and support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process 3.1.6 Lead the school in responding to uncertain and ambiguous environments
	3.2. Sustain creativity and innovation in the school programs to achieve higher learning outcomes	3.2.1 Foster collegial movement to sustain creativity and innovation 3.2.2 Recognize and reward those who initiate and sustain change and innovation 3.2.3 Demonstrate a willingness to act against the way things have traditionally been done when tradition impedes change and innovation for performance improvement 3.2.4 Evaluate the impact of change and innovation on current and future scenarios 3.2.5 Facilitate the institutionalization of change and innovation

Domain: INSTRUCTIONAL LEADERSHIP (IL)

Competency	Enabling Competency	Indicators
1. (IL) Leading curriculum implementation and improvement	1.1. Manage curriculum implementation	1.1.1 Review, enrich, and contextualize curriculum, programs, and learning resources 1.1.2 Direct curriculum implementation 1.1.3 Organize regular learning sessions on curriculum implementation and improvement 1.1.4 Initiate co- and extra-curricular activities that support curriculum implementation
	1.2. Promote sensitivity of diversity and differentiated instruction	1.2.1 Ensure that teachers consider diversity in planning and delivering differentiated instruction 1.2.2 Sustain initiatives that incorporate respect for diversity
2. (IL) Creating a learner-centered environment	2.1. Promote learner-centered activities	2.1.1 Collaborate with teachers in analyzing student work to address learning needs 2.1.2 Provide a comfortable, stimulating learning environment that meets learners' holistic development, physical, social-emotional, intellectual, and recreational needs 2.1.3 Ensure that teachers promote life-long and self-directed learning 2.1.4 Encourage teachers to utilize collaborative and effective teaching-learning activities and pedagogy
	2.2. Promote a healthy, safe, and inclusive learning environment	2.2.1 Ensure that school facilities and learning resources are accessible to all learners 2.2.2 Maintain a school environment that is safe, clean, and hazard-free 2.2.3 Put in place a system for disaster mitigation and resiliency 2.2.4 Assess the impact of school environment to students' learning outcomes
	2.3. Promote a culture of peace and respect for diversity	2.3.1 Implement school policies that promote peace and respect for diversity 2.3.2 Ensure that peace education and respect for cultural diversity are embedded in the curriculum 2.3.3 Foster the development of peace champions among students and teachers

3. (IL) Supervising and evaluating teachers' performance	3.1. Apply appropriate models for supervision and evaluation	3.1.1 Demonstrate knowledge and understanding of current and future trends in supervision 3.1.2 Develop, implement, and evaluate an instructional supervisory plan 3.1.3 Evaluate teachers' work-in-practice and provide actionable feedback 3.1.4 Focus on instructional results 3.1.5 Use technology and multiple sources of data to improve supervisory practice
Competency	Enabling Competency	Indicators
(IL) Supervising and evaluating teachers' performance (continued)	3.2. Nurture teacher- leaders	3.2.1 Recognize potential leaders and facilitate their development 3.2.2 Ensure that key leadership functions are delegated 3.2.3 Create a school climate that sustains leadership among teachers 3.2.4 Influence others to be education leaders and advocates
4. (IL) Delivering planned learning outcomes	4.1. Promote team-based approaches to instructional leadership	4.1.1 Create a highly effective team that enhances school performance and promotes a professional learning community 4.1.2 Empower teachers to share their best work and learn from each other 4.1.3 Support team initiatives 4.1.4 Monitor and evaluate team effectiveness
	4.2. Manage assessments to improve teaching and learning	4.2.1 Ensure that standards and goals related to student assessment are communicated to stakeholders 4.2.2 Align teacher's instructional plan with the school standards and goals 4.2.3 Ensure regular integration of appropriate assessment in classroom instruction 4.2.4 Use learners' assessment results for decision-making

Domain: PERSONAL EXCELLENCE (PE)

Competency	Enabling Competency	Indicators
1. (PE) Managing personal effectiveness	1.1. Lead by example	1.1.1 Demonstrate a strong belief that all children can learn 1.1.2 Express and model professional ethics, values, and moral leadership 1.1.3 Address areas for self-improvement 1.1.4 Influence the school population to follow own example
	1.2. Demonstrate transparency and accountability	1.2.1 Inform stakeholders of own responsibilities and report results 1.2.2 Set a system of checks and avenues for feedback and communicate with stakeholders to account for one's work 1.2.3 Hold oneself accountable for personal and organizational setbacks and share learning points
	1.3. Practice a balanced healthy lifestyle	1.3.1 Engage in physical and mental exercise complemented with healthy diet and adequate rest 1.3.2 Adapt and adjust to pressures 1.3.3 Demonstrate a high level of emotional intelligence in dealing with others 1.3.4 Practice self-reflection and self-discipline
	1.4. Take pride in one's profession	1.4.1 Show passion in demonstrating one's profession 1.4.2 Demonstrate self-confidence, hope, and resiliency 1.4.3 Demonstrate the ability to accomplish tasks
	1.5. Deliver results	1.5.1 Align personal goals with organizational goals 1.5.2 Set targets and implement measures to achieve personal and organizational goals 1.5.3 Stay focused on achieving personal goals and objectives 1.5.4 Take calculated risks 1.5.5 Influence others to contribute to the achievement of organizational goals
2. (PE) Acting on challenges and possibilities	2.1. Manage priorities	2.1.1 Demonstrate an understanding of what's important, what's not, and what should be worked on 2.1.2 Focus attention on critical tasks and manage conflicting demands 2.1.3 Use effective time management techniques and always be aware of timelines
	2.2. Exhibit decisiveness in addressing challenges	2.2.1 Exercise sound judgement based on facts, experience and functional knowledge 2.2.2 Demonstrate the ability to make timely and effective decisions based on prescribed national policies, appropriate tools, and processes 2.2.3 Take responsibility for decisions made

Competency	Enabling Competency	Indicators
(PE) Acting on challenges and possibilities (continued)	2.3. Exhibit an enterprising attitude	2.3.1 Demonstrate optimism and positive thinking 2.3.2 Support enterprising activities of teachers and students 2.3.3 Coordinate across and within organizations to support enterprising activities
3. (PE) Pursuing continuous professional development	3.1. Take responsibility for lifelong learning	3.1.1 Maintain curiosity and interest in current and future trends 3.1.2 Gain the prescribed professional qualifications and competencies 3.1.3 Seek a mentor who gives feedback and provides lifelong leadership and development support 3.1.4 Engage in self-learning through ICT and other multimedia resources 3.1.5 Participate in learning activities sponsored by institutions and organizations that impact education 3.1.6 Develop a personal and professional learning network
	3.2 Advocate ASEAN values and perspectives	3.2.1 Demonstrate understanding of the rationale behind the ASEAN framework 3.2.2 Share knowledge on policies in education in support of ASEAN integration 3.2.3 Promote multicultural understanding and respect for diversity 3.2.4 Develop skills and values in using a language that connects the ASEAN Region

Domain: STAKEHOLDER ENGAGEMENT (SE)

Competency	Enabling Competency	Indicators
<p>1. (SE) Promoting shared responsibility for school improvement</p>	<p>1.1. Build trust and lead teams / communities for school improvement</p>	<p>1.1.1 Understand the school community within the socio-political context of the broader community                      1.1.2 Set expectations, roles and responsibilities of the school and the community in providing quality education                      1.1.3 Create synergy among parents and community members to support school initiatives                      1.1.4 Conduct regular socio-cultural events involving school stakeholders                      1.1.5 Instill a sense of ownership of school programs and projects                      1.1.6 Engage stakeholders in school governance structure</p>
	<p>1.2. Empower the community to work for enhancement of school performance</p>	<p>1.2.1 Provide opportunities to parents and community members for knowledge sharing                      1.2.2 Engage stakeholders in planning and implementing school programs and projects                      1.2.3 Influence stakeholders to invest and share the cost for improving learning outcomes                      1.2.4 Provide visible and proactive support to sustain the school-community based initiatives</p>
<p>2. (SE) Managing education alliances and networks</p>	<p>2.1. Communicate effectively with different stakeholders</p>	<p>2.1.1 Use language appropriate to different stakeholders                      2.1.2 Employ appropriate multimedia to communicate with different stakeholders                      2.1.3 Ensure clear, consistent and interactive communication to receive buy-in from the school community</p>
	<p>2.2. Facilitate school community partnerships and activities</p>	<p>2.2.1 Identify education advocates, allies, partners and other critical stakeholders of the school                      2.2.2 Reach out to community stakeholders for total involvement in school affairs                      2.2.3 Build and sustain networks with teachers, students, parents, and the community                      2.2.4 Ensure that the discussion objectives are met and agreements are documented                      2.2.5 Serve as the key link between the school and community to project a positive school image</p>



	2.3. Promote consensus-building	2.3.1 Create a climate and culture where diverse viewpoints are expected and all stakeholders empathize with others' perspectives 2.3.2 Conduct dialogue which builds unity, understanding, and partnerships 2.3.3 Foster anti-discriminatory principles and practices 2.3.4 Enforce carefully deliberated group decision
Competency	Enabling Competency	Indicators
(SE) Managing education alliances and networks (continued)	2.4. Manage conflict and practice negotiation skills	2.4.1 Listen empathically and look at issues as opportunities for improving school performance 2.4.2 Resolve conflict in a direct but constructive manner seeking "win-win" solutions 2.4.3 Negotiate for resources affecting school improvement 2.4.4 Organize a support mechanism for stakeholders' comments and suggestions to improve the quality of school services and programs
3. (SE) Sustaining collaborative relationships with stakeholders	3.1. Support community-based programs and projects	3.1.1 Maintain a welcoming atmosphere for parents and the community 3.1.2 Determine the community's basic education needs in collaboration with key stakeholders 3.1.3 Provide support to life-long and community-based learning programs 3.1.4 Organize working committees for community-based and outreach programs/projects for students, parents, and families
	3.2. Communicate school performance report to stakeholders	3.2.1 Prepare periodic reports on school performance 3.2.2 Maintain open communication channels through multimedia resources 3.2.3 Engage the school community in the systematic and rigorous evaluation of school effectiveness 3.2.4 Promote the school image and achievements to the wider community

Domain: MANAGERIAL LEADERSHIP (ML)

Competency	Enabling Competency	Indicators
<p>1. (ML) Managing school resources and systems</p>	<p>1.1. Manage financial resources</p>	<p>1.1.1 Conduct budget planning in relation to overall school improvement plan 1.1.2 Access and mobilize financial resources for the school 1.1.3 Manage budget with flexibility and use funds judiciously within overall budget 1.1.4 Account for school funds and expenditures</p>
	<p>1.2. Manage learning environments</p>	<p>1.2.1 Assess and match facilities and equipment with program needs 1.2.2 Design physical and facilities improvement plan into the school plan 1.2.3 Allocate funds for improvement and maintenance of school physical facilities 1.2.4 Supervise facilities and equipment management to ensure a safe and conducive learning environment</p>
	<p>1.3. Manage systems and procedures</p>	<p>1.3.1 Establish and maintain management systems that promote learning, collaboration, and communication throughout the school 1.3.2 Implement systems and processes to ensure effective operations that support student learning 1.3.3 Evaluate and improve systems and processes to attain learning outcomes 1.3.4 Promote the use of technology for effective school management and networking</p>
<p>2. (ML) Managing staff performance</p>	<p>2.1. Manage school personnel requirements</p>	<p>2.1.1 Align staffing decisions with the vision and mission of the school 2.1.2 Use data of effective teaching as the primary factor in recruitment, hiring, assignment, and promotion decisions 2.1.3 Build relationships in the profession to select talented, highly qualified staff 2.1.4 Build a strong network of professional connections to complement existing school personnel 2.1.5 Conduct teachers' performance appraisals</p>
<p>Competency</p>	<p>Enabling</p>	<p>Indicators</p>

	Competency	
(ML) Managing staff performance (continued)	2.2. Support professional development of staff	2.2.1 Create a school culture where teachers collaborate, learn from each other, and grow professionally 2.2.2 Plan and develop research-based professional learning to support the individual needs of staff 2.2.3 Use a range of professional development strategies to facilitate staff professional growth 2.2.4 Design, implement, and evaluate a coaching and mentoring program for effective job performance 2.2.5 Develop staff capacity to reflect on their own practice
	2.3. Recognize staff performance	2.3.1 Provide clear expectations for staff performance 2.3.2 Ensure that the staff take responsibility in improving their performance 2.3.3 Provide appropriate incentives to performing staff 2.3.4 Take appropriate personnel action for non-performing staff
3. (ML) Managing sustainable school programs and projects	3.1. Demonstrate program and project management skills	3.1.1 Lead in formulating a plan of action for programs and projects 3.1.2 Ensure that programs and projects support student performance 3.1.3 Supervise and evaluate program and project implementation
	3.2. Promote school-based programs and projects that support sustainable development	3.2.1 Demonstrate an understanding of education for sustainable development 3.2.2 Collaborate with local, national, regional, and international partners that support education for sustainable development 3.2.3 Engage the community in creating a safe, healthy, resilient, and learner-centered environment 3.2.4 Develop and coordinate programs and projects that support sustainable development

Developed by:

SEAMEO INNOTECH Learning Management Office (LMO)/Instructional Design and Materials Development Unit (IDMDU) in collaboration with SEAMEO INNOTECH's Evaluation, Research, and Innovation Office (ERIO); SEAMEO INNOTECH Governing Board Members; the Officials and Staff of the Ministries of Education of Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Philippines, Singapore, Thailand, and Vietnam; and the school heads, teachers, students, parents, education experts, and local government officials of said countries.

For inquiries, contact Dr. Lilibeth Taa, IDMDU Specialist, at [lilibeth@seameo-innotech.org](mailto:lilibeth@seameo-innotech.org); +63-924-7681 loc 116; +63-939-922-2800.