



# COMPETENCY BASED FRAMEWORK FOR PRINCIPALS

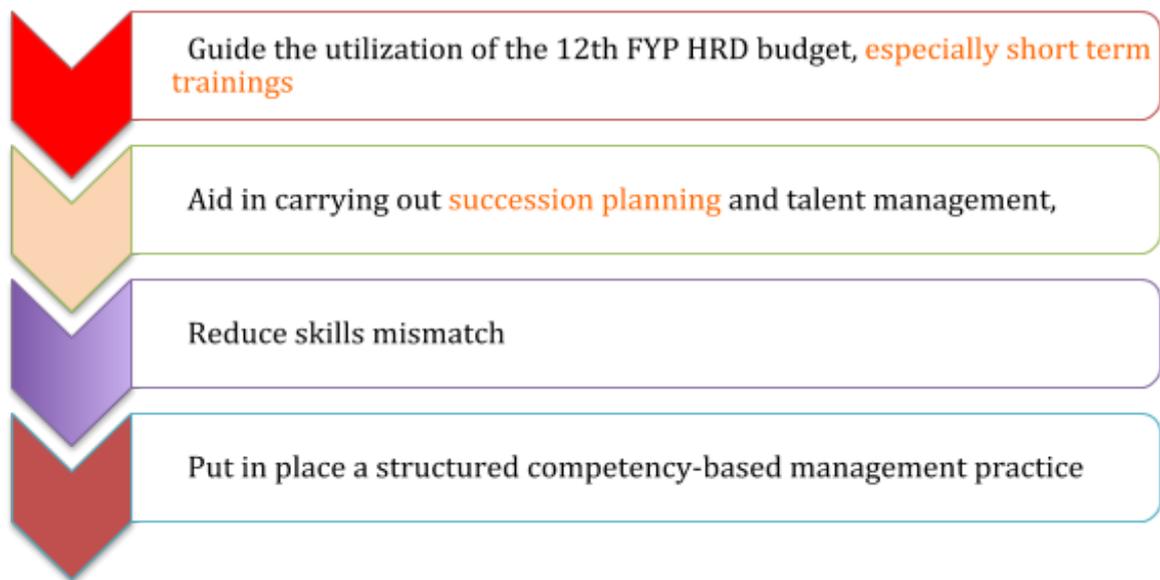
## Competency Framework for Principals

### 1. Aim:

- Implement competency based framework for Principals
- Provide competency-based training for Principals
- Guide in attracting, selecting and recruiting school Principals

### Competency Framework:

#### Prospects



### 2. Background

“ To build the capabilities of the civil servants to enhance professionalism, growth and development in the civil service to ultimately enhance efficiency and effectiveness of the service delivery” *RCSC 2018*. The Royal Civil Service Commission launched the Competency Based Framework for Civil Service in collaboration with Singapore Polytechnic International, with funding support from Temasek Foundation International, Singapore. The programme is aimed at strengthening the capacity and capabilities of the civil servants based on their role specific competency to enhance professionalism, growth and development to contribute optimally to national building. The RCSC started the programme by identifying seven positions to develop and implement the competency framework. Principals are one of the positions identified.

The Competency Framework for Principals is developed to promote excellence in the profession of teaching and school leadership. It defines the role of a principal, makes explicit the role of quality school leadership and sets out what principals are expected to know, understand and do to achieve excellence in school leadership. Since the launch of the programme on 6th August 2018, through a series of workshops, the Competency Framework for Principals has been developed. It includes 3 role profiles, 10 competency areas and 2 competencies.

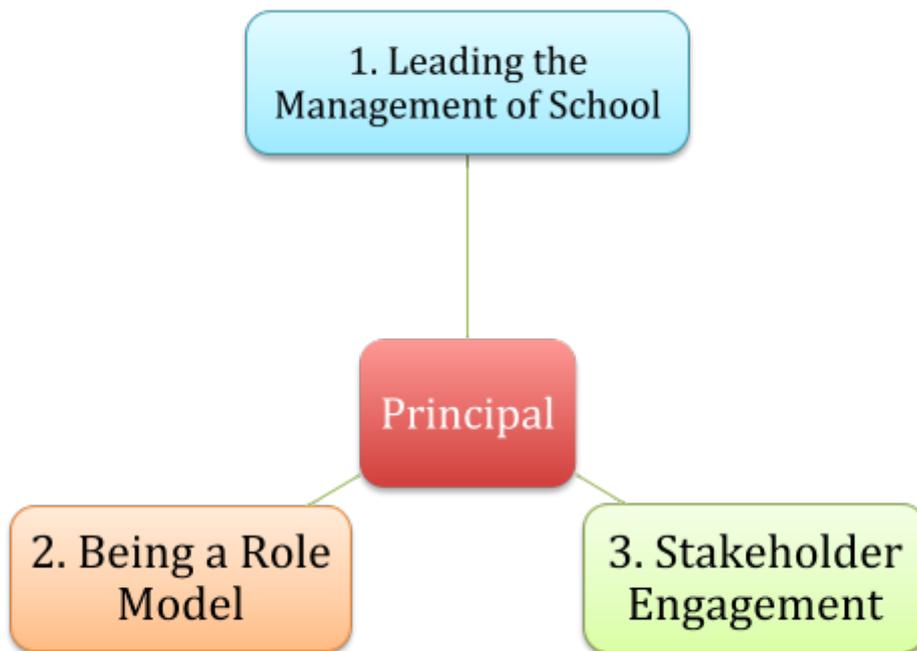
### 3. Output and process undertaken

Through a rigorous, consultative and inclusive process, the role profile, competency areas, competencies, behavioural indicators and the proficiency levels were developed. The overview of the framework is attached as Annexure I.

#### Output 1: Role profile

The 3 role profiles were developed and validated from 08 August till 25 August 2018. Feedback on the role profiles was sought online from 222 principals from 8-10 August 2018. To further validate the role profiles, consultations were held with the Dzongkhag District Officers and Principals from various schools.

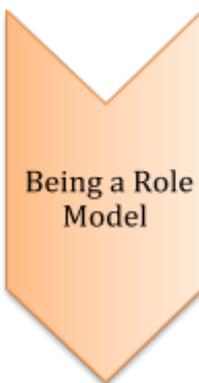
#### 3 Key Roles





### Leading the Management of School

- Provide strategic direction in the school system to achieve vision, mission, values, and goals of the school.
- They utilise and **manage human/material/financial resources effectively** and efficiently to secure effective and safe learning environment based on school organisation characteristics.
- Leads the school staff in building an environment to **implement high quality practice** and Assess teaching methods to facilitate effective and conducive learning for the students



### Being a Role Model

- Principals **inspire** staff and students to **live** according to **Bhutanese values**.
- They set an **example of professional ethics** and show leadership with **deep insight** backed with **rich experience** of education.
- They **create structure** and nurture climate that support all staff to reflect on practice and continue professional development collaboratively.



### Stakeholder Engagement

- Establish **collaborative structure** and climate of trust, fairness and equity among school staff.
- Principals shared responsibility for school improvement.
- They understand that teaching and learning at school is effectively done under a trustful and **collaborative relationships** with parents and community.

## Output 2: Competency area, Competencies, Behavioural Indicators (BIs) and Proficiency levels

The 10 competency areas, 27 competencies and 43 BIs across 3 proficiency levels were developed and validated from 27th August till 07th November 2018. Some of the key validation activities undertaken were:

- a) Validation workshop with Dzongkhag District Officers and Principals from 22nd to 24th October, 2018
- b) On 27th September 2018, a presentation on the outputs was made to the Human Resource Committee of the Ministry of Education.

c) Another round of Validation workshop was conducted with the Dzongkhag District Officers, Education Monitoring Officers and Principals.

The validation was also carried out against the Competency Framework for Principals from countries around Southeast Asia and OECD countries..

The complete set of Competency areas, Competencies and Behavioural Indicators (BIs) is attached as Annexure II

### **Output 3: Training Need Analysis (TNA)**

A training needs analysis workshop was carried out from 12th November to 16th November, 2018. It was further validated with the Dzongkhag District Officer, Education Monitoring Officer and Principals from 2nd to 7th December.

The TNAs for three levels of Principals is attached as annexure III.

#### **4. Evaluation of the Current situation:**

- lack of competency framework for Principals
- No Training Needs Analysis conducted for the Principals
- Training proposals are usually approved based on the justifications submitted by an individual/agency

#### **5. Key Considerations**

In evaluating and prioritising appropriate strategies to address these issues, the following key considerations were made

- Support from the Royal Civil Service Commission and Ministry of Education in terms of human and budgetary resources.
- All principals should possess required skills/competency to improve the quality of education
- Involvement of task force members and trainers in roll out programme

#### **6. Key recommendations and timeline**

The following recommendations are made to implement the competency framework for Principals

1. Disseminate the competency framework developed for the Principal by May 2019.
2. Training be prioritized in three phases in 2019 to build competencies of Principals for Individual Development Plan, Strategic Leadership and Orientation on all the Education Policies and Standards in 2019 in three phases. The comprehensive list of training and the cost estimate for the training program to be undertaken in 2019 is attached as annexure IV. To assess the effectiveness of training, the outcomes from these programmes will be evaluated after 6 months of completion of training.

#### **7. Conclusion**

Competency Framework model will serve as a guide to develop a job specific competency of Principals and ensure that competency based trainings are provided. With the framework in place, the Agency will be able to come up with a concrete Training and PD plan with detailed resource requirement. Based on the findings, the Ministry may prioritize and implement interventions to strengthen competency in 2019.

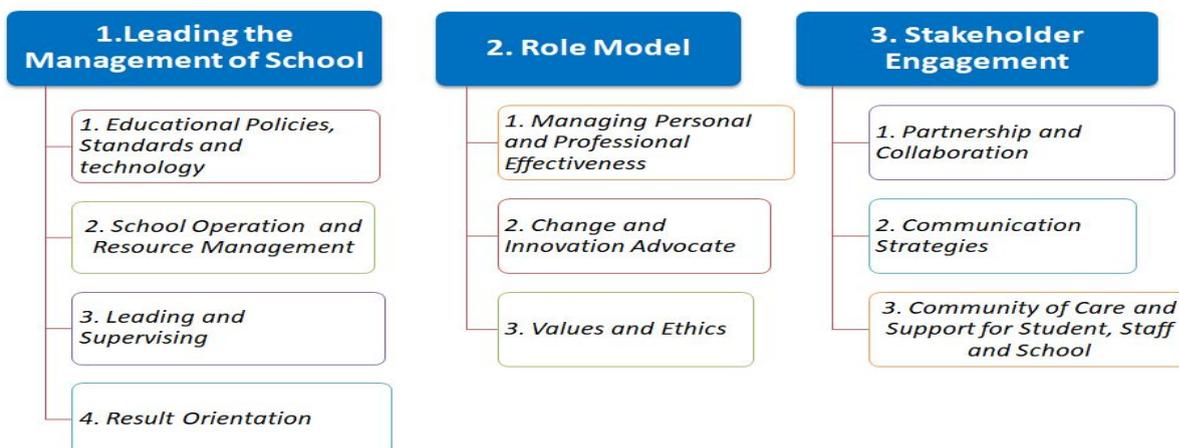
Annexure I

**Competency Based Framework for Principal  
Overview**

Number of Key roles identified	3
Number of competency areas identified	10
Number of competencies identified	27
Behavioural Indicators	43
Proficiency levels	3



**10 Competency Areas**



## Annexure II

### I. Competency Areas, Competencies and Behavioural Indicators

<b>Role 1: Leading the management of school</b>		
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>
Educational policies, Standards and technology	Knowledge on Educational policies	Exhibit Knowledge and understanding on education policies, standards and guidelines
	Pedagogy and Research based practice	Facilitate the use of research-based practice in implementation of curriculum Support teachers to employ effective teaching–learning activities and pedagogy
	Technology and ICT skills	Promote effective use of ICT in teaching and learning. Employ technology to enhance efficiency of organizational operation and management.
School operations and resource management	Resource Optimization	Assess, Access and Mobilize available resources for the school & ensure sustainability
	Management Skills	Promote and establish systems and processes for school management that supports student learning Evaluate and improve performance system
Leading and Supervising	Mentoring and Coaching	Support staff and learners to manage their learning experience effectively Ensure continued professional development of staff
	Flexible Thinking	Recognise and value others' views and ways of doing things
	Team Building	Set strategies to guide team work towards student success
<b>Role 2: Being a Role model</b>		
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>
Result Orientation	Problem Solving Skills	Identify problems within the school system and manage conflicting demands
	Achievement Focus	Create an effective mechanism to use performance data that enhances school performance Effectively monitor and evaluate implementation of plans and utilize results for improvement
	Analytical Skills	Collect and analyze information from multiple sources and perspectives
Personal and Professional effectiveness	Lead by Example	Demonstrate honesty and integrity in speech and action Exhibit sound moral directions and promote ethical and professional behavior among faculty and staff.
	Take pride in one's profession	Demonstrate self confidence and passion in one's profession
	Practice a balanced and healthy lifestyle	Adapt and adjust to work stress Practice self-reflection and self-discipline
	Lifelong Learning	Demonstrate highest levels of professional practice, continuous learning and improvement
Change and Innovation advocate	Change Agent	Lead change processes towards the development and implementation of new approaches, systems, and structures.

	Innovation and Creativity	Promote innovation consistent with current and future school community needs
		Support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process.
	Learner-centered Environment	Create a conducive learning environment in the school for all learners
		Put in place responsive system for disaster mitigation and resilience
<b>Role 3: Stakeholder Engagement</b>		
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>
Values and Ethics	Promoting Bhutanese culture and traditional values	Preserve and promote Bhutanese culture, tradition and etiquette
		Exhibit GNH values
	Professionalism	Create transparent systems for monitoring, evaluation and reporting
		Model responsibility, accountability, fairness and transparency.
Partnership and Collaboration	Consensus-Building	Create a climate and culture where diverse viewpoints are expected and all stakeholders empathize with others' perspectives
		Conduct dialogue which builds unity, understanding, and partnerships
	School community partnerships and networking	Adopt formal and professional approaches to promote stakeholder engagement and ensure its sustainability
	Empowerment	Use good judgment when empowering others by sharing authority, and allowing for acceptable risks and mistakes.
Provide visible and proactive support to sustain the school-community based initiatives		
Communication Strategies	Effective Communication Skills	Use language appropriate for different stakeholders to understand the subject
	Conflict Management and Negotiation Skills	Use effective conflict management and negotiation skills
Care and support for students, staff and schools	Counseling & Positive disciplining-techniques	Develop the school as a resource centre for families and the community
		Demonstrate high levels of emotional intelligence while dealing with others
	School Culture	Create and maintain a safe and clean school environment conducive for learning
		Empower colleagues and student leaders in setting up their roles and responsibilities that are effective in driving student development affairs
		Set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff

## II: Proficiency levels

Entry	Experienced	Advanced
Understands basic concepts and able to apply them in own area of work	Understands all important concepts, impacts of policy changes	Understands more complex concepts. Shows highest level of knowledge.
Developing at working level	Owens work area, performs with increasing complexity and independently	Provides functional input to strategy and policy creation, developing and changes.

Competency Area	Key Competency	Proficiency levels	Descriptors
Educational policies, Standards and technology	Knowledge on Educational policies	Entry	Develop School Policy in compliance with the National Education Policies, Standards and guidelines.
		Experienced	Implement school policy ensuring its alignment with educational policy, standards and guidelines
		Advanced	Lead review of school policy in light of educational objectives, milestones, scope and deliverables
	Pedagogy and Research based practice	Entry	Encourage use of research-based practice in implementation of curriculum
		Experienced	Support teachers to practice and share research-based practices with colleagues
		Advanced	Institutionalize research culture in school
		Entry	Display instructional leadership skills.
		Experienced	Support and enhance effective teaching-learning activities
		Advanced	Model instructional leadership
	Technology and ICT skills	Entry	Promote positive use of ICT in teaching and learning.
		Experienced	Mentor colleagues to ensure positive use of ICT for Teaching and learning
		Advanced	Lead innovative use of ICT in teaching and learning
		Entry	Demonstrate a sound understanding of the use of technology in enhancing efficiency of organizational operation and management
		Experienced	Collaborate with staff in use of technology in enhancing efficiency of organizational operation and management
		Advanced	Establish effective operation and management system through the use of technology
School operations and resource management	Resource Optimization	Entry	Plan resource utilization in relation to overall school improvement plan
		Experienced	Manage, access, mobilize resources (financial and human) in relation to school needs
		Advanced	Mentor colleagues in planning, managing, accessing, mobilizing of resources & ensure sustainability

	Management Skills	Entry	Demonstrate knowledge of management systems that promote learning, collaboration and communication
		Experienced	Maintain management systems and processes that promote curriculum implementation, learning, collaboration, and communication
		Advanced	Review and recommend efficient management systems that promote curriculum implementation, learning, collaboration, and communication
		Entry	Establish fair and transparent performance management system
		Experienced	Implement effective strategies that ensure fair and transparent performance management system
		Advanced	Evaluate existing processes and recommend systems to uphold fair and transparent performance management system
Leading and Supervising	Mentoring and Coaching	Entry	Establish coaching and mentoring support mechanism system
		Experienced	Provide regular feedback to encourage the desired behavior through coaching and mentoring process
		Advanced	Lead others to foster a culture of peer observation and feedback
		Entry	Develop staff capacity to reflect on their own practices to improve their performances
		Experienced	Initiate professional reflection and promote learning opportunities with colleagues to improve practice.
		Advanced	Lead reforms in enhancing professional development programmes
	Flexible Thinking	Entry	Understand and honor the perspectives of others.
		Experienced	Encourage others to see the positive outcomes of doing things differently
		Advanced	Institute a culture of recognizing and valuing others' views
	Team Building	Entry	Plan and coordinate with the stakeholders to promote teamwork
		Experienced	Set progressive performance goals with team members
		Advanced	Institute a system which promotes teamwork and collaboration
Result Orientation	Problem Solving Skills	Entry	Identify problems within the school system
		Experienced	Display effective management skills in solving problems
		Advanced	Focus on critical tasks and manage conflicting demands using appropriate skills.
	Achievement Focus	Entry	Implement management strategies through the use of performance data
		Experienced	Review plans and evaluate implementation strategies through the use of performance data.
		Advanced	Provide critical views and strategic alternatives to enhance school performance through the use of performance data.
		Entry	Monitor and evaluate implementation plans and utilize results for improvement.
		Experienced	Display effective monitoring and evaluation skills and utilize results for improvement

		Advanced	Institute mechanism to Monitor & Evaluate implementation of plans and utilize results for improvement.	
	Analytical Skills	Entry	Analyze the consequences of situations well in advance.	
		Experienced	Anticipate, think and plan ahead, manage priorities and take calculated risks	
		Advanced	Plan effectively and solve problems by regularly reflecting on school events using risk analysis strategies (Risk Management Cycle).	
Personal and Professional effectiveness	Lead by Example	Entry	Take personal responsibility for outcomes and keep commitments.	
		Experienced	Reflect on one's own practices to identify and address areas of improvement on honesty and integrity.	
		Advanced	Model exemplary practices in upholding honesty and integrity.	
		Entry	Exhibit values to improve self awareness and effectiveness	
		Experienced	Promote ethical and professional behavior among faculty and staff	
		Advanced	Institute practices to promote ethical and professional behavior among faculty and staff.	
	Take pride in one's profession	Entry	Adopt practices that uphold the dignity of one's profession	
		Experienced	Lead colleagues in identifying professional strengths to uphold the dignity of one's profession	
		Advanced	Model and uphold the dignity of one's profession to build a positive teaching and learning culture within and beyond the school.	
	Practice a balanced and healthy lifestyle	Entry	Engage in physical and mental exercises complemented with healthy diet and adequate rest	
		Experienced	Promote best practices to balance personal and professional life.	
		Advanced	Model and promote healthy professional and personal lifestyle	
		Entry	Adopt practices to enhance self-reflection and self discipline	
		Experienced	Initiate practices to promote self reflection and self discipline with colleagues	
		Advanced	Lead reforms to enhance self reflection and self discipline	
	Lifelong Learning	Entry	Engage in on-going, meaningful, and professional development activities to further enhance knowledge and skills	
		Experienced	Exhibit curiosity and interest in current and future trends. Develop conducive workplace for staff to ensure professional development	
		Advanced	Lead research-based professional development sessions to enhance the skills of all staff and model lifelong learning	
	Change and Innovation advocate	Change Agent	Entry	Assess forces that promote and inhibit change and innovation, and utilize results.
			Experienced	Guide colleagues in assessing and comprehending change processes.

		Advanced	Lead others confidently through change even when faced with ambiguity	
	Innovation and Creativity	Entry	Maintain an open mind towards innovative solutions	
		Experienced	Promote and work cooperatively with others to produce innovative solutions	
		Advanced	Establish vibrant school system which promotes innovation consistent with current and future community needs	
		Entry	Develop better, faster, or cost effective ways to do things that improves the organization.	
		Experienced	Guide colleagues to design programs for change and innovation	
		Advanced	Establish a culture that supports innovative ideas for problem-solving and overall improvement of the school.	
	Learner-centered Environment	Entry	Develop learning environment to foster learners' holistic development through fulfillment of physical, social-emotional, intellectual, and recreational needs	
		Experienced	Create a comfortable learning environment to foster learners' holistic development through fulfillment of physical, social-emotional, intellectual, and recreational needs	
		Advanced	Ensure safe and sustainable environment to foster learners' holistic development through fulfillment of physical, social, emotional, intellectual, and recreational needs.	
		Entry	Ensure that school facilities and learning resources are accessible to all needs and disaster mitigation plans are in place.	
		Experienced	Support colleagues in developing effective systems and practices to mitigate disaster	
		Advanced	Establish exemplary practices that address issues concerning disaster mitigation.	
	Values and Ethics	Promoting Bhutanese culture and traditional values	Entry	Model the values of <i>Tha Damtsi Ley Jumdrey</i> and Bhutanese culture, tradition and etiquette in day-to-day interaction with colleagues and learners.
			Experienced	Model Bhutanese culture, tradition and etiquette and participate in Local, Regional and National Festivals
Advanced			Lead initiatives that promote the values of Tha Damtsi Ley Jumdrey and Bhutanese culture, tradition and etiquette in the wider community.	
Entry			Practice and exhibit good understanding of GNH values (Democratic Values, Family Values, Good Human Being, Harmonious Society, Social Values, Spiritual Values, Universal Values, Work Values, etc.)	
Experienced			Support learners and colleagues in modeling GNH values in day-to-day life.	
Advanced			Lead initiatives that promote GNH values in the wider community.	
Professionalism		Entry	Develop transparent systems for monitoring, evaluating and reporting	
		Experienced	Build and adopt a system of planning, implementing, monitoring, evaluating and reporting	

		Advanced	Institute transparent systems for planning, implementing, monitoring, evaluating and reporting
		Entry	Perform duty with organizational mission upholding sincerity, fairness, equity, transparency and accountability
		Experienced	Model exemplary practices in professional ethics and conduct and inspire others to follow the best practices
		Advanced	Mentor colleagues in modeling responsibility, fairness and transparency
Partnership and Collaboration	Consensus-Building	Entry	Ensure that the decisions taken are implemented within the framework of school policy in collaborative approach
		Experienced	Involve all relevant stakeholders to resolve the differences and build consensus.
		Advanced	Create conditions to promote stakeholder participation and consensus building
		Entry	Ensure carefully deliberated group decisions are implemented
		Experienced	Conduct prior assessment on implication of the group decisions and avoid conflict.
		Advanced	Implement decisions that are founded on utmost unity, understanding and partnership.
	School community partnerships and networking	Entry	Recognize and respect diversity and facilitate engagement of relevant stakeholders in school activities.
		Experienced	Serve as the link between the school, community and other stakeholders to project a positive school image
		Advanced	Institute sustainable and effective partnership and collaboration with the stakeholders
	Empowerment	Entry	Often use good judgment when empowering others and share authority.
		Experienced	Use good judgment when empowering others. Usually shares authority, and allows for acceptable risks and mistakes.
		Advanced	Always use good judgment when empowering others. Always shares authority, and allows for acceptable risks and mistakes
		Entry	Encourage stakeholders involvement for improving students holistic development
		Experienced	Engage stakeholders in planning and implementing school programs and projects
		Advanced	Establish vibrant practices to promote school-community initiatives
Communication Strategies	Effective Communication Skills	Entry	Ensure clear, consistent and interactive communication to the school community
		Experienced	Presents information/data/ argument using the language and examples that may always be tailored to the level and experience of others
		Advanced	Efficiently present several different arguments in clear support of a position that has a strong effect. Ensure that regular, consistent, and effective communication takes place
	Conflict Management and Negotiation Skills	Entry	Good ability to listen to others point of view and openly listening to all sides and negotiating for the best solution

		Experienced	Very good ability to listen to others point of view and openly listening to all sides and negotiating for the best solution
		Advanced	Excellent ability to listen to others point of view and openly listening to all sides and negotiating for the best solution
Care and support for students, staff and schools	Counseling & Positive disciplining techniques	Entry	Develop and provide the school as a knowledge/ resource center for families and the community
		Experienced	Develop and create school as a support center (counseling/ rehabilitation etc) for families and the community.
		Advanced	Initiate extra-co-curricular activities for families and community
		Entry	Understand the importance of emotional intelligence in dealing with others.
		Experienced	Apply emotional intelligence skills effectively while dealing with others.
		Advanced	Model a high level of emotional intelligence in dealing with others
	School Culture	Entry	Implement effective strategies that ensure safe and protective environments to enhance learning.
		Experienced	Collaborate with colleagues and help them maintain safe and protective environments to enhance learning
		Advanced	Ensure regular reviews of the effectiveness of the school's learning environment to nurture and inspire learner participation
		Entry	Select successful strategies that motivate learners to work productively by assuming responsibility for their own learning
		Experienced	Empower colleagues and student leaders in creating effective learning environments that motivate learners to assume responsibility for their own learning.
		Advanced	Model the application of effective strategies in creating effective learning environments that motivate learners to assume responsibility for their own learning.
		Entry	Often set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff
		Experienced	Usually set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff
		Advanced	Always set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff

**Annexure III: Training Need Analysis for Entry Level Principals**

<b>Key Role 1: Leading the management of school</b>						
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>	<b>Descriptors</b>	<b>Current Performance (adequate or not)</b>	<b>Likely reason for Performance Gap</b>	<b>Method of intervention</b>
Educational policies, Standards and technology	Knowledge on Educational policies	Exhibit Knowledge and understanding on education policies, standards and guidelines	Develop School Policy in compliance with the National Education Policies, Standards and guidelines.	Not Adequate	New initiatives and lack of knowledge	Orientation
	Pedagogy and Research based practice	Facilitate the use of research-based practice in implementation of curriculum	Encourage use of research-based practice in implementation of curriculum	Not Adequate	Lack of research skills and knowledge	Workshops and Trainings
		Support teachers to employ effective teaching-learning activities and pedagogy	Display instructional leadership skills.	Adequate		
	Technology and ICT skills	Promote effective use of ICT in teaching and learning.	Promote positive use of ICT in teaching and learning.	Not Adequate	Lack of ICT skills	Workshops and Trainings
		Employ technology to enhance efficiency of organizational operation and management.	Demonstrate a sound understanding of the use of technology in enhancing efficiency of organisational operation and management	Not Adequate	Lack of skills	Workshops and Trainings
	School operations and resource management	Resource Optimization	Assess, Access and Mobilize available resources for the school & ensure sustainability	Plan resource utilization in relation to overall school improvement plan	Not Adequate	Lack of exposure to budgeting
Management Skills		Promote and establish systems and processes for school management that supports student learning	Demonstrate knowledge of management systems that promote learning, collaboration and communication	Adequate		

		Evaluate and improve performance system	Establish fair and transparent performance management system	Adequate		
Leading and Supervising	Mentoring and Coaching	Support staff and learners to manage their learning experience effectively	Establish coaching and mentoring support mechanism system	Adequate		
		Ensure continued professional development of staff	Develop staff capacity to reflect on their own practices to improve their performances	Adequate		
	Flexible Thinking	Recognise and value others' views and ways of doing things	Understand and honor the perspectives of others.	Adequate		
	Team Building	Set strategies to guide team work towards student success	Plan and coordinate with the stakeholders to promote teamwork	Not Adequate	Lack of leadership skills	Workshops
Result Orientation	Problem Solving Skills	Identify problems within the school system and manage conflicting demands	Identify problems within the school system	Adequate		
	Achievement Focus	Create an effective mechanism to use performance data that enhances school performance	Implement management strategies through the use of performance data	Adequate		
		Effectively monitor and evaluate implementation of plans and utilize results for improvement	Monitor and evaluate implementation plans and utilize results for improvement.	Adequate		
Analytical Skills	Collect and analyze information from multiple sources and perspectives	Analyze the consequences of situations well in advance.	Not Adequate	Lack of risk management skills	Seminars and workshops	
<b>Key Role 2:Being a Role Model</b>						
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>	<b>Descriptors</b>	<b>Current Performance (adequate or not)</b>	<b>Likely reason for Performance Gap</b>	<b>Method of intervention</b>

Personal and Professional effectiveness	Lead by Example	Demonstrate honesty and integrity in speech and action	Take personal responsibility for outcomes and keep commitments.	Adequate		
		Exhibit sound moral directions and promote ethical and professional behavior among faculty and staff.	Exhibit values to improve self awareness and effectiveness	Adequate		
	Take pride in one's profession	Demonstrate self confidence and passion in one's profession	Adopt practices that uphold the dignity of one's profession	Adequate		
	Practice a balanced and healthy lifestyle	Adapt and adjust to work stress	Engage in physical and mental exercises complemented with healthy diet and adequate rest	Not Adequate	Job related	Orientation and seminars
		Practice self-reflection and self-discipline	Adopt practices to enhance self-reflection and self discipline	Not Adequate	Job related and work load	Orientation and seminars
	Lifelong Learning	Demonstrate highest levels of professional practice, continuous learning and improvement	Engage in on-going, meaningful, and professional development activities to further enhance knowledge and skills	Not Adequate	Lack of personal initiatives	Orientation and motivational talks
Change and Innovation advocate	Change Agent	Lead change processes towards the development and implementation of new approaches, systems, and structures.	Assess forces that promote and inhibit change and innovation, and utilize results.	Not Adequate	Lack of change management cycle skills	Seminars and workshops
	Innovation and Creativity	Promote innovation consistent with current and future school community needs	Maintain an open mind towards innovative solutions	Not Adequate	Lack of personal initiatives	Workshops and Trainings
		Support school staff to design programs for	Develop better, faster, or cost effective ways to do	Not Adequate	Lack of personal initiatives	Orientation and seminars

		change and innovation that demonstrate problem-solving and creative learning process.	things that improves the organization.			
	Learner-centered Environment	Create a conducive learning environment in the school for all learners	Develop learning environment to foster learners' holistic development through fulfillment of physical, social-emotional, intellectual, and recreational needs	Adequate		
		Put in place responsive system for disaster mitigation and resilience	Ensure that school facilities and learning resources are accessible to all needs and disaster mitigation plans are in place.	Adequate		
Values and Ethics	Promoting Bhutanese culture and traditional values	Preserve and promote Bhutanese culture, tradition and etiquette	Model the values of <i>Tha Damtsi Ley Jumdrey</i> and Bhutanese culture, tradition and etiquette in day-to-day interaction with colleagues and learners.	Not Adequate	Require refresher course	Orientation and seminars
		Exhibit GNH values	Practice and exhibit good understanding of GNH values (Democratic Values, Family Values, Good Human Being, Harmonious Society, Social Values, Spiritual Values, Universal Values, Work Values, etc.)	Adequate		
	Professionalism	Create transparent systems for monitoring, evaluation and reporting	Develop transparent systems for monitoring, evaluating and reporting	Not Adequate	Lack of strategic planning skills	

		Model responsibility, accountability, fairness and transparency.	Perform duty with organizational mission upholding sincerity, fairness, equity, transparency and accountability	Adequate		
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**Key Role 3:Stakeholder Engagement**

Competency Area	Key Competency	Behavior Indicators	Descriptors	Current Performance (adequate or not)	Likely reason for Performance Gap	Method of intervention
Partnership and Collaboration	Consensus-Building	Create a climate and culture where diverse viewpoints are expected and all stakeholders empathize with others' perspectives	Ensure that the decisions taken are implemented within the framework of school policy in collaborative approach	Not Adequate	Lack of leadership skills	
		Conduct dialogue which builds unity, understanding, and partnerships	Ensure carefully deliberated group decisions are implemented	Not Adequate	Lack of leadership skills	
	School community partnerships and networking	Adopt formal and professional approaches to promote stakeholder engagement and ensure its sustainability	Recognise and respect diversity and facilitate engagement of relevant stakeholders in school activities.	Not Adequate	Lack of skills and lack of support from community	
	Empowerment	Use good judgment when empowering others by sharing authority, and allowing for acceptable risks and mistakes.	Often use good judgment when empowering others and share authority.			Seminars and workshops
		Provide visible and proactive support to sustain the school-community based initiatives	Encourage stakeholders involvement for improving students holistic development	Not Adequate	Lack of skills and lack of support from community	
	Communication Strategies	Effective Communication Skills	Use language appropriate for different stakeholders to	Ensure clear, consistent and interactive communication to	Not Adequate	Lack of skills

		understand the subject	the school community			
	Conflict Management and Negotiation Skills	Use effective conflict management and negotiation skills	Good ability to listen to others point of view and openly listening to all sides and negotiating for the best solution	Not Adequate	Lack of conflict management and negotiation skills	Workshops and Trainings
Care and support for students, staff and schools	Counseling & Positive disciplining techniques	Develop the school as a resource centre for families and the community	Develop and provide the school as a knowledge/ resource center for families and the community	Adequate		
		Demonstrate high levels of emotional intelligence while dealing with others	Understand the importance of emotional intelligence in dealing with others.	Not Adequate	Lack of skills	Workshops
	School Culture	Create and maintain a safe and clean school environment conducive for learning	Implement effective strategies that ensure safe and protective environments to enhance learning.	Adequate		
		Empower colleagues and student leaders in setting up their roles and responsibilities that are effective in driving student development affairs	Select successful strategies that motivate learners to work productively by assuming responsibility for their own learning	Not Adequate	Lack of skills and personal initiatives	Workshops
		Set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff	Often set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff	Adequate		

## Training Need Analysis for Experienced Level Principals

Key Role 1: Leading the management of school						
Competency Area	Key Competency	Behavior Indicators	Descriptors	Current Performance (adequate or not)	Likely reason for Performance Gap	Method of intervention
Educational policies, Standards and technology	Knowledge on Educational policies	Exhibit Knowledge and understanding on education policies, standards and guidelines	Implement school policy ensuring its alignment with educational policy, standards and guidelines	Not Adequate	New initiatives and lack of knowledge	Orientation
	Pedagogy and Research based practice	Facilitate the use of research-based practice in implementation of curriculum	Support teachers to practice and share research-based practices with colleagues	Not Adequate	Lack of research skills and knowledge	Workshops and Trainings
		Support teachers to employ effective teaching–learning activities and pedagogy	Support and enhance effective teaching-learning activities	Adequate		
	Technology and ICT skills	Promote effective use of ICT in teaching and learning.	Mentor colleagues to ensure positive use of ICT for Teaching and learning	Not Adequate	Lack of ICT skills	Workshops and Trainings
		Employ technology to enhance efficiency of organizational operation and management.	Collaborate with staff in use of technology in enhancing efficiency of organisational operation and management	Not Adequate	Lack of skills	Workshops and Trainings
School operations and resource management	Resource Optimization	Assess, Access and Mobilize available resources for the school & ensure sustainability	Manage, access, mobilize resources (financial and human) in relation to school needs	Not Adequate	Lack of exposure to budgeting	Workshops and Trainings
	Management Skills	Promote and establish systems and processes for school management that supports student learning	Maintain management systems and processes that promote curriculum implementation, learning,	Adequate		

			collaboration, and communication			
		Evaluate and improve performance system	Implement effective strategies that ensure fair and transparent performance management system	Adequate		
Leading and Supervising	Mentoring and Coaching	Support staff and learners to manage their learning experience effectively	Provide regular feedback to encourage the desired behavior through coaching and mentoring process	Adequate		
		Ensure continued professional development of staff	Initiate professional reflection and promote learning opportunities with colleagues to improve practice.	Adequate		
	Flexible Thinking	Recognise and value others' views and ways of doing things	Encourage others to see the positive outcomes of doing things differently	Not Adequate	Resistant to change	Workshops
	Team Building	Set strategies to guide team work towards student success	Set progressive performance goals with team members	Not Adequate	Lack of leadership skills	Workshops
Result Orientation	Problem Solving Skills	Identify problems within the school system and manage conflicting demands	Display effective management skills in solving problems	Adequate		
	Achievement Focus	Create an effective mechanism to use performance data that enhances school performance	Review plans and evaluate implementation strategies through the use of performance data.	Adequate		
		Effectively monitor and evaluate implementation of plans and utilize results for improvement	Display effective monitoring and evaluation skills and utilize results for improvement	Adequate		

	Analytical Skills	Collect and analyze information from multiple sources and perspectives	Anticipate, think and plan ahead, manage priorities and take calculated risks	Not Adequate	Lack of risk management skills	Trainings	
<b>Key Role 2:Being a Role Model</b>							
Competency Area	Key Competency	Behavior Indicators	Descriptors	Current Performance (adequate or not)	Likely reason for Performance Gap	Method of intervention	
Personal and Professional effectiveness	Lead by Example	Demonstrate honesty and integrity in speech and action	Reflect on one's own practices to identify and address areas of improvement on honesty and integrity.	Adequate			
		Exhibit sound moral directions and promote ethical and professional behavior among faculty and staff.	Promote ethical and professional behavior among faculty and staff	Adequate			
	Take pride in one's profession	Demonstrate self confidence and passion in one's profession	Lead colleagues in identifying professional strengths to uphold the dignity of one's profession	Adequate			
	Practice a balanced and healthy lifestyle	Adapt and adjust to work stress	Promote best practices to balance personal and professional life.	Not Adequate	Job related and work load	Orientation and seminars	
		Practice self-reflection and self-discipline	Initiate practices to promote self reflection and self discipline with colleagues	Not Adequate	Job related and work load	Orientation and seminars	
	Lifelong Learning	Demonstrate highest levels of professional practice, continuous learning and improvement	Exhibit curiosity and interest in current and future trends. Develop conducive workplace for staff to ensure professional development	Not Adequate	Lack of personal initiatives	Orientation and motivational talks	
	Change and Innovation advocate	Change Agent	Lead change processes towards the development	Guide colleagues in assessing and	Not Adequate	Lack of change management cycle skills	Seminars and workshops

		and implementation of new approaches, systems, and structures.	comprehending change processes.			
	Innovation and Creativity	Promote innovation consistent with current and future school community needs	Promote and work cooperatively with others to produce innovative solutions	Not Adequate	Lack of personal initiatives	Workshops and Trainings
		Support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process.	Guide colleagues to design programs for change and innovation	Not Adequate	Lack of personal initiatives	Orientation and seminars
	Learner-centered Environment	Create a conducive learning environment in the school for all learners	Create a comfortable learning environment to foster learners' holistic development through fulfillment of physical, social-emotional, intellectual, and recreational needs	Adequate		
		Put in place responsive system for disaster mitigation and resilience	Support colleagues in developing effective systems and practices to mitigate disaster	Adequate		
Values and Ethics	Promoting Bhutanese culture and traditional values	Preserve and promote Bhutanese culture, tradition and etiquette	Model Bhutanese culture, tradition and etiquette and participate in Local, Regional and National Festivals	Not Adequate	Require refresher course	Orientation and workshops
		Exhibit GNH values	Support learners and colleagues in modeling GNH values in day-to-day life.	Adequate		

	Professionalism	Create transparent systems for monitoring, evaluation and reporting	Build and adopt a system of planning, implementing, monitoring, evaluating and reporting	Not Adequate	Lack of strategic planning skills	Workshops and Trainings
		Model responsibility, accountability, fairness and transparency.	Model exemplary practices in professional ethics and conduct and inspire others to follow the best practices	Adequate		

**Key Role 3:Stakeholder Engagement**

Competency Area	Key Competency	Behavior Indicators	Descriptors	Current Performance (adequate or not)	Likely reason for Performance Gap	Method of intervention
Partnership and Collaboration	Consensus-Building	Create a climate and culture where diverse viewpoints are expected and all stakeholders empathize with others' perspectives	Involve all relevant stakeholders to resolve the differences and build consensus.	Not Adequate	Lack of leadership skills	Workshops and Trainings
		Conduct dialogue which builds unity, understanding, and partnerships	Conduct prior assessment on implication of the group decisions and avoid conflict.	Not Adequate	Lack of leadership skills	Workshops and Trainings
	School community partnerships and networking	Adopt formal and professional approaches to promote stakeholder engagement and ensure its sustainability	Serve as the link between the school, community and other stakeholders to project a positive school image	Not Adequate	Lack of skills and lack of support from community	Seminars and workshops
	Empowerment	Use good judgment when empowering others by sharing authority, and allowing for acceptable risks and mistakes.	Use good judgment when empowering others. Usually shares authority, and allows for acceptable risks and mistakes.			
		Provide visible and proactive support to sustain the	Engage stakeholders in planning and	Not Adequate	Lack of skills and lack of	Seminars and workshops

		school-community based initiatives	implementing school programs and projects		support from community		
Communication Strategies	Effective Communication Skills	Use language appropriate for different stakeholders to understand the subject	Presents information/data/argument using the language and examples that may always be tailored to the level and experience of others	Not Adequate	Lack of skills	Seminars and workshops	
	Conflict Management and Negotiation Skills	Use effective conflict management and negotiation skills	Very good ability to listen to others point of view and openly listening to all sides and negotiating for the best solution	Not Adequate	Lack of conflict management and negotiation skills	Workshops and Trainings	
Care and support for students, staff and schools	Counseling & Positive disciplining techniques	Develop the school as a resource centre for families and the community	Develop and create school as a support centre (counseling/ rehabilitation etc) for families and the community.	Not Adequate	Lack of support from community	Workshops and Trainings	
		Demonstrate high levels of emotional intelligence while dealing with others	Apply emotional intelligence skills effectively while dealing with others.	Not Adequate	Lack of skills	Orientation and seminars	
	School Culture	Create and maintain a safe and clean school environment conducive for learning	Collaborate with colleagues and help them maintain safe and protective environments to enhance learning	Adequate			
		Empower colleagues and student leaders in setting up their roles and responsibilities that are effective in driving student development affairs	Empower colleagues and student leaders in creating effective learning environments that motivate learners to assume responsibility for their own learning.	Not Adequate	Lack of skills and personal initiatives	Workshops	
		Set high expectations which promotes learning,	Usually set high expectations which promotes	Adequate		Workshops	

		and provides intellectual stimulation for self, students, and staff	learning, and provides intellectual stimulation for self, students, and staff			
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### Training Need Analysis for Advanced Level Principals

Key Role 1: Leading the management of school						
Competency Area	Key Competency	Behavior Indicators	Descriptors	Current Performance (adequate or not)	Likely reason for Performance Gap	Method of intervention
Educational policies, Standards and technology	Knowledge on Educational policies	Exhibit Knowledge and understanding on education policies, standards and guidelines	Lead review of school policy in light of educational objectives, milestones, scope and deliverables	Not Adequate	New initiatives and lack of knowledge	Orientation
	Pedagogy and Research based practice	Facilitate the use of research-based practice in implementation of curriculum	Institutionalise research culture in school	Not Adequate	Lack of research skills and knowledge	Workshops and Trainings
		Support teachers to employ effective teaching-learning activities and pedagogy	Model instructional leadership	Adequate		
	Technology and ICT skills	Promote effective use of ICT in teaching and learning.	Lead innovative use of ICT in teaching and learning	Not Adequate	Lack of ICT skills	Workshops and Trainings
		Employ technology to enhance efficiency of organizational operation and management.	Establish effective operation and management system through the use of technology	Not Adequate	Lack of skills	Workshops and Trainings
School operations and resource management	Resource Optimization	Assess, Access and Mobilize available resources for the school & ensure sustainability	Mentor colleagues in planning, managing, accessing, mobilizing of resources & ensure sustainability	Not Adequate	Lack of exposure to budgeting	Workshops and Trainings

	Management Skills	Promote and establish systems and processes for school management that supports student learning	Review and recommend efficient management systems that promote curriculum implementation, learning, collaboration, and communication	Not Adequate	Lack of skills	Seminars and workshops
		Evaluate and improve performance system	Evaluate existing processes and recommend systems to uphold fair and transparent performance management system	Not Adequate	Lack of in depth knowledge	Workshops
Leading and Supervising	Mentoring and Coaching	Support staff and learners to manage their learning experience effectively	Lead others to foster a culture of peer observation and feedback	Adequate		
		Ensure continued professional development of staff	Lead reforms in enhancing professional development programmes	Not Adequate	Lack of knowledge on research based practices	Seminars and workshops
	Flexible Thinking	Recognise and value others' views and ways of doing things	Institute a culture of recognising and valuing others' views	Not Adequate	Resistant to change	Workshops
	Team Building	Set strategies to guide team work towards student success	Institute a system which promotes teamwork and collaboration	Not Adequate	Lack of leadership skills	Trainings
Result Orientation	Problem Solving Skills	Identify problems within the school system and manage conflicting demands	Focus on critical tasks and manage conflicting demands using appropriate skills.	Not Adequate	Lack of risk management skills	Trainings
	Achievement Focus	Create an effective mechanism to use performance data that enhances school performance	Provide critical views and strategic alternatives to enhance school performance through the use of performance data.	Adequate		
		Effectively monitor and evaluate implementation of plans and utilize results for improvement	Institute mechanism to Monitor & Evaluate implementation of plans and utilize	Adequate		

			results for improvement.			
	Analytical Skills	Collect and analyze information from multiple sources and perspectives	Plan effectively and solve problems by regularly reflecting on school events using risk analysis strategies (Risk Management Cycle).	Not Adequate	Lack of risk management skills	Trainings

### Key Role 2: Being a Role Model

Competency Area	Key Competency	Behavior Indicators	Descriptors	Current Performance (adequate or not)	Likely reason for Performance Gap	Method of intervention
Personal and Professional effectiveness	Lead by Example	Demonstrate honesty and integrity in speech and action	Model exemplary practices in upholding honesty and integrity.	Adequate		
		Exhibit sound moral directions and promote ethical and professional behavior among faculty and staff.	Institute practices to promote ethical and professional behavior among faculty and staff.	Adequate		
	Take pride in one's profession	Demonstrate self confidence and passion in one's profession	Model and uphold the dignity of one's profession to build a positive teaching and learning culture within and beyond the school.	Adequate		
	Practice a balanced and healthy lifestyle	Adapt and adjust to work stress	Model and promote healthy professional and personal lifestyle	Not Adequate	Job related and work load	Orientation and seminars
		Practice self-reflection and self-discipline	Lead reforms to enhance self reflection and self discipline	Not Adequate	job related and work load	Orientation and seminars
	Lifelong Learning	Demonstrate highest levels of professional practice, continuous learning and improvement	Lead research-based professional development sessions to enhance the skills of all staff and model lifelong learning	Not Adequate	Lack of personal initiatives	Orientation and motivational talks
Change and Innovation advocate	Change Agent	Lead change processes towards the development and implementation of new approaches,	Lead others confidently through change even when faced with ambiguity	Not Adequate		seminars and workshops

		systems, and structures.				
	Innovation and Creativity	Promote innovation consistent with current and future school community needs	Establish vibrant school system which promotes innovation consistent with current and future community needs	Not Adequate	Lack of personal initiatives	Workshops and Trainings
		Support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process.	Establish a culture that supports innovative ideas for problem-solving and overall improvement of the school.	Not Adequate	Lack of personal initiatives	Orientation and seminars
	Learner-centered Environment	Create a conducive learning environment in the school for all learners	Ensure safe and sustainable environment to foster learners' holistic development through fulfillment of physical, social, emotional, intellectual, and recreational needs.	Adequate		
		Put in place responsive system for disaster mitigation and resilience	Establish exemplary practices that address issues concerning disaster mitigation.	Adequate		
Values and Ethics	Promoting Bhutanese culture and traditional values	Preserve and promote Bhutanese culture, tradition and etiquette	Lead initiatives that promote the values of Tha Damtsi Ley Jumdrey and Bhutanese culture, tradition and etiquette in the wider community.	Not Adequate	Require refresher course	Orientation and workshops
		Exhibit GNH values	Lead initiatives that promote GNH values in the wider community.	Adequate		
	Professionalism	Create transparent systems for monitoring, evaluation and reporting	Institute transparent systems for planning, implementing, monitoring, evaluating and reporting	Not Adequate	Lack of strategic planning skills	workshops and Trainings

		Model responsibility, accountability, fairness and transparency.	Mentor colleagues in modeling responsibility, fairness and transparency	Adequate		Workshops and Trainings
<b>Key Role 3: Stakeholder Engagement</b>						
<b>Competency Area</b>	<b>Key Competency</b>	<b>Behavior Indicators</b>	<b>Descriptors</b>	<b>Current Performance (adequate or not)</b>	<b>Likely reason for Performance Gap</b>	<b>Method of intervention</b>
Partnership and Collaboration	Consensus-Building	Create a climate and culture where diverse viewpoints are expected and all stakeholders empathize with others' perspectives	Create conditions to promote stakeholder participation and consensus building	Not Adequate	Lack of leadership skills	
		Conduct dialogue which builds unity, understanding, and partnerships	Implement decisions that are founded on utmost unity, understanding and partnership.	Not Adequate	Lack of leadership skills	
	School community partnerships and networking	Adopt formal and professional approaches to promote stakeholder engagement and ensure its sustainability	Institute sustainable and effective partnership and collaboration with the stakeholders	Not Adequate	Lack of skills and lack of support from community	
	Empowerment	Use good judgment when empowering others by sharing authority, and allowing for acceptable risks and mistakes.	Always use good judgment when empowering others. Always shares authority, and allows for acceptable risks and mistakes			
Provide visible and proactive support to sustain the school-community based initiatives		Establish vibrant practices to promote school-community initiatives	Not Adequate	Lack of skills and lack of support from community	seminars and workshops	
Communication Strategies	Effective Communication Skills	Use language appropriate for different stakeholders to understand the subject	Efficiently present several different arguments in clear support of a position that has a strong effect. Ensure that regular, consistent, and effective	Not Adequate	Lack of skills	Seminars and workshops

			communication takes place			
	Conflict Management and Negotiation Skills	Use effective conflict management and negotiation skills	Excellent ability to listen to others point of view and openly listening to all sides and negotiating for the best solution	Not Adequate	Lack of conflict management and negotiation skills	Workshops and Trainings
Care and support for students, staff and schools	Counseling & Positive disciplining techniques	Develop the school as a resource centre for families and the community	Initiate extra-co-curricular activities for families and community	Not Adequate	Lack of skills	Workshops and Trainings
		Demonstrate high levels of emotional intelligence while dealing with others	Model a high level of emotional intelligence in dealing with others	Not Adequate	Lack of skills	Orientation and seminars
	School Culture	Create and maintain a safe and clean school environment conducive for learning	Ensure regular reviews of the effectiveness of the school's learning environment to nurture and inspire learner participation	Adequate		
		Empower colleagues and student leaders in setting up their roles and responsibilities that are effective in driving student development affairs	Model the application of effective strategies in creating effective learning environments that motivate learners to assume responsibility for their own learning.	Not Adequate	Lack of skills and personal initiatives	workshops
		Set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff	Always set high expectations which promotes learning, and provides intellectual stimulation for self, students, and staff	Adequate		

**Format for Mandatory Training List for Principals (2019-2020)**

<b>Method of Intervention: Formal Classroom Training (In-country/Ex-country)</b>					
<b>Priority</b>	<b>Target Group</b>	<b>Number of Participants</b>	<b>Training Description</b>	<b>Training Provider</b>	<b>Estimated cost</b>
A	All the principals	350	Orientation of competency framework for Principals, Bhutan Professional Standards for Teachers and other policy documents	TPSD, SPCD, EMD ( MoE)	3M
B	All the principals	350	Development of Individual Development Plan	Task Force Members	3M
C	All Principals	350	Strategic Planning / leadership skills	Riggs/Colleges of Education	20M
<b>Method of Intervention: On the Job Training</b>					
<b>Priority</b>	<b>Target Group</b>	<b>Number of Participants</b>	<b>Training Description</b>	<b>Training Provider</b>	<b>Estimated cost</b>
<b>Method of Intervention: Online Course</b>					
<b>Priority</b>	<b>Target Group</b>	<b>Number of Participants</b>	<b>Training Description</b>	<b>Training Provider</b>	<b>Estimated cost</b>
<b>Method of Intervention: Pre-Service Training after selection into civil service</b>					
<b>Priority</b>	<b>Target Group</b>	<b>Number of Participants</b>	<b>Training Description</b>	<b>Training Provider</b>	<b>Estimated cost</b>