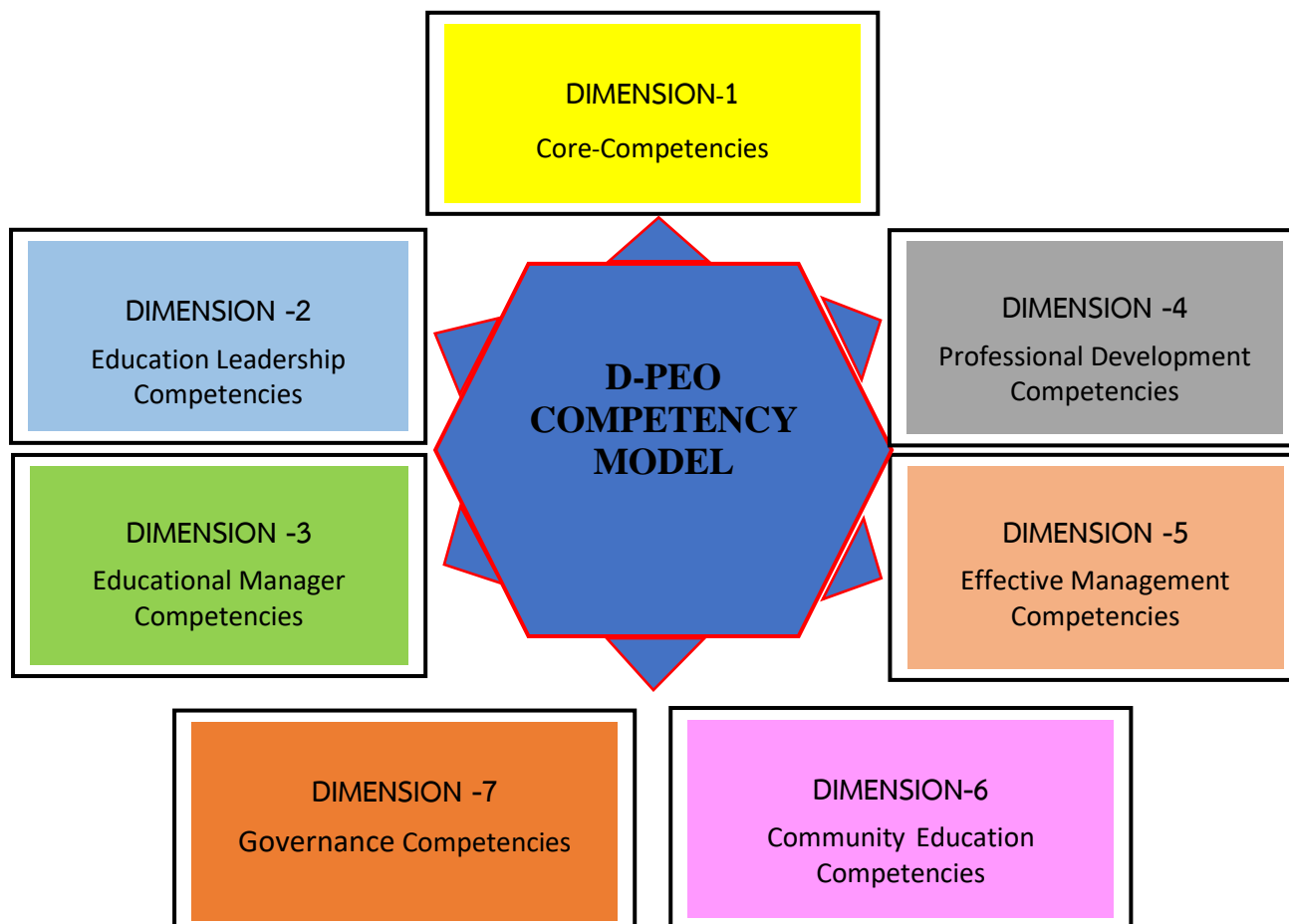# D-PEO COMPETENCY MODEL

Dr. Chatcharin Chuanwan : North-Chiang Mai University Thailand

Director & Deputy Provincial Education office Competency-Model : D-PEO

DIMENSION-1 Core-Competencies

DIMENSION -2 Education Leadership Competencies

DIMENSION -3 Educational Manager Competencies

D-PEO COMPETENCY MODEL

DIMENSION -4 Professional Development Competencies

DIMENSION -5 Effective Management Competencies

DIMENSION -7 Governance Competencies

DIMENSION-6 Community Education Competencies

DIRECTOR-DEPUTY PROVINCE EDUCATION OFFICER COMPETENCY MODEL

DIMENSION 1 CORE COMPETENCIES DIMENSION		
COMPETENCY	SUB-COMPETENCY	DEFINITION
CORE COMPETENCIES 1 Representative Competency	1. Develop representative skills 2. Use representative skills 3. Acting as a representative 4. Being a professional representative 5. Acting as a representative Empirical Education	Definition : Ability to be a representative on behalf of the OPS-MOE to conduct education in the provinces that have been authorized in writing perform various roles and duties such as administration Board of Education Office representatives and departments supervise, facilitate, coordinate, consult, communicate, decide, leadership. Understanding the organization and its mission Personnel management, etc., with the skills and competencies of executive representatives in terms of concept, society and good practice.

CORE COMPETENCIES 2 Interpersonal Competency	1. Knowledge, interaction skills 2. Interaction Strategy 3. Develop a negotiating team 4. Develop professional skills 5. Develop an empirical organization	Definition: The ability to demonstrate behaviors and relationship-building tactics used in communicating, interacting with, and working with individuals. Diverse groups, alliances, networks, effective stakeholders Build trust, trust in the intentions of the organization and its members. by developing and implementing a network of collaborative relationships with contacts to enhance efforts to achieve creative success
CORE COMPETENCIES 3 Educational Services Competency	1. Communicate the goals of educational service work. 2. Build a knowledge base and make a service plan 3. Build relationship with service recipients 4.Professional service technology application 5. Lead the organization to develop excellent service	Definition: The ability to provide learning opportunities and educational services designed to provide appropriate services to educational service recipients who wish to succeed. with the awareness of the importance of service set guidelines to promote goal communication, planning, evaluation, participation in quality improvement Organize training activities, give advice, solve problems, etc. To create satisfaction for service recipients like good friends
CORE COMPETENCIES 4 Professionalism Competency	1. Communicate mission, vision, core values 2. Ethics and professional standards 3. Improve operational efficiency 4.Professional competence development 5. The role of leaders participating in education management	Definition: The ability to provide learning opportunities and educational services designed to provide appropriate services to educational service recipients who wish to succeed. with the awareness of the importance of service set guidelines to promote goal communication, planning, evaluation, participation in quality improvement Organize training activities, give advice, solve problems, etc. To create satisfaction for service recipients like good friends
CORE COMPETENCIES 5 Diversity Competency	1. Communicate diversity 2. Build relationships with stakeholders 3. Develop operational capability 4. Use technology to manage diversity 5. Be a leader in managing diversity	Definition : Ability to manage people, organizations, cultures, beliefs, values, performance which endeavors to support diversity through a vision, strategy, education and lifelong learning Facilitate and improve efficiency For the benefit of education management of all sectors of the MOPH, relevant educational institutions

CORE COMPETENCIES 1 Representative Competency

Definition : Ability to be a representative on behalf of the OPS-MOE to conduct education in the provinces that have been authorized in writing perform various roles and duties such as administration Board of Education Office representatives and departments supervise, facilitate, coordinate, consult, communicate, decide, leadership. Understanding the organization and its mission Personnel management, etc., with the skills and competencies of executive representatives in terms of concept, society and good practice.

Key Element	1. Develop representative skills 2. Use representative skills 3. Acting as a representative	4. Being a professional representative 5. Acting as a representative Empirical Education
Proficiency Levels	Behavioral Indicators	

1-Foundation	-Explain and convey the values, organization direction and roles and duties of representation to relevant parties -Develop competence in representing concepts, society and operations.
2-Intermediate	-Communicate and provide strategic consulting to the operations team of work groups and projects. -Use skills as a supervisory agent for other departments in the organization
3.Advance High	-Use necessary skills to support others and help clients meet their needs -Assign duties or appoint representatives to be responsible for the implementation of projects or missions MOE. -Play the role of mediator or negotiator solving administrative and management problems -Represent the role of corporate representative by consensus of directors or other regulators
4-Professional	-Persuade and stimulate the educational institutions to operate according to the policy. MOE with ethics -Assigned as executive representative and professional legal issue management representative
5-Superior	-Authorized by departmental departments to implement policies and laws in writing -Acting as a representative leader MOE and the implementation of the policy of OPS-MOE is an empirical model

CORE COMPETENCIES 2 Interpersonal Competency

Definition: The ability to demonstrate behaviors and relationship-building tactics used in communicating, interacting with, and working with individuals. Diverse groups, alliances, networks, effective stakeholders Build trust, trust in the intentions of the organization and its members. by developing and implementing a network of collaborative relationships with contacts to enhance efforts to achieve creative success

Key Element	1. Knowledge, interaction skills 2. Interaction Strategy 3. Develop a negotiating team	4. Develop negotiation skills 5. Develop an empirical organization
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Explain and convey the importance of relationships and partnerships to job success. -Communicate roles, visions, goals of the organization's operations to relevant parties	
2-Intermediate	- Determine strategies for communication, both speaking, listening, and processing good and accurate information. -Build and maintain effective relationships with others both on the job and outside the group.	
3.Advance High	-Develop cooperation channels and cooperation to support extension work. -Discuss and negotiate to reach a fair and professional agreement. - Maintain confidentiality, collect both personal or official information about others. -Show responsibility and reliability in solving problems from the operations of the organization.	
4-Professional	-Participate in conflict resolution Sensitivity Optimal tension is effective. -Support, advise, develop interaction skills with a variety of techniques and courses.	
5-Superior	-Evaluate the operational results of internal and external interactions and improve efficiency. -Develop a leading organization, good interaction, efficiency, exemplary.	

CORE COMPETENCIES 3 Educational Services Competency		
Definition: The ability to provide learning opportunities and educational services designed to provide appropriate services to educational service recipients who wish to succeed. with the awareness of the importance of service set guidelines to promote goal communication, planning, evaluation, participation in quality improvement Organize training activities, give advice, solve problems, etc. To create satisfaction for the service recipient like a friend		
Key Element	1.Communicate the goals of educational service work. 2. Build a knowledge base and make a service plan 3. Build relationship with service recipients	4.Apply technology to provide professional service. 5. Lead the organization to develop excellent service
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	- Explain and transfer knowledge Scope and goals of providing education services to those involved -Develop important and necessary service skills in the roles and duties of the work group.	
2-Intermediate	-Build a knowledge base and set up a team to provide services and solve educational problems. -Plan to develop and empower the service team to know good judgment or service decisions	
3.Advance High	-Determine a joint decision-making structure based on information from management and service representatives. -Organize team meetings to coordinate with the outcomes of service recipients and promote problem solving -Building relationships with clients by developing emotional intelligence skills for personnel - Assessing the needs of clients to seek solutions to support educational services	
4-Professional	- Apply a variety of techniques, technologies, software, improve service process development. -Consulting, recommending, promoting and supporting educational services with professional expertise	
5-Superior	-Inspect, evaluate, predict problems and looking for alternatives to improve good service -Lead the organization to develop the system A good educational service model is an empirical model.	

CORE COMPETENCIES 4 Professionalism Competency		
Definition: The ability to demonstrate behavior that reflects the educational leader's professional standards in both high-level performance and an effective work ethic. With a focus on results, decision making, commitment to professional conduct, respect, honesty and ethics, fostering organizational competence and success goals that balance personal and professional life.		
Key Element	1. Communicate mission, vision and core values 2. Show Ethics and professional standards 3. Improve efficiency	4.Professional competence development 5. Participate in education management
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Explain and convey professional standards of educational leaders to those involved. -Develop and implement vision Mission and values, educational principles support its operations.	
2-Intermediate	-Communicate ethical conduct in accordance with codes of conduct and professional norms	

	-Manage the organization's operating system and resources to promote educational success.
3.Advance High	-Develop and support various operating systems that promotes educational needs goals -Show professional ethical behavior and high standards, ready to progress to the next stage. -Participate in the board of organizations or professional associations related to their status -Strive to demonstrate competence in educational opportunities and practice in real-world situations.
4-Professional	-Foster a professional community of other professional practitioners to promote educational success. -Develop potential and professional abilities of personnel to promote educational performance
5-Superior	-Evaluate the results of continuous educational development and improve management to be effective. -Play leadership roles and engage with organizations, communities, and networks that are mutually beneficial to promote success in educational management.

CORE COMPETENCIES 5 Diversity Competency

Definition : Ability to manage people, organizations, cultures, beliefs, values, performance which endeavors to support diversity through a vision, strategy, education and lifelong learning Facilitate and improve efficiency For the benefit of education management of all sectors of the MOPH, relevant educational institutions

Key Element	1. Communicate diversity 2. Build a relationship 3. Develop ability	4. Use the technology to manage the problems. 5. Bring diversity management.
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Awareness of self-knowledge, others, global perspective, appreciation of diversity -Review organizational policies, roles and practices to address diversity	
2-Intermediate	-Communicate and modify behavior according to different personnel and service providers -Building working relationships and mutual benefits regardless of individual differences	
3.Advance High	-Negotiate and facilitate through cultural differences mutual conflict -Seek information to support the management of complex and ambiguous group practice dynamics. -Apply a wide range of best practices and cover strategies, systems, policies, etc. -Promoting an environment of inclusion of diverse ideas, sharing, respect, and free integration	
4-Professional	-Commitment to recognition keep learning Inclusion of talent improves cultural diversity. -Use data and technology to create strategies for training and developing personnel to manage diversity	
5-Superior	-Evaluate various dimensions and contexts cultural encounters Adjust management to be effective -To be a leader in holistic diversity management, empowering individuals to achieve the vision and mission of the organization	

DIMENSION 2 - EDUCATION LEADERSHIP COMPETENCIES		
COMPETENCY	SUB-COMPETENCY	DEFINITION
2.1 Educational Leadership	1. Vision and Goal Setting 2. Strategic Direction	Ability to set vision and strategic direction for educational management of the province Lifelong learning management of

	3. Lifelong Learning 4. Facilitating Performance 5. Role of education leader	relevant educational institutions including the administration of the office to facilitate the efficiency of education management
2.2 Strategic leadership	2.1 Strategic Thinking 2.2 Building Strategic Alliances 2.3 Creating and Managing Change 2.4 Solving Problems Creatively 2.5 Executive& Empowerment	Ability to analyze in-depth strengths, weaknesses, resources and develop the potential of a highly dynamic organization. strategic thinking Set vision, direction, take action, create strategic alliances. creative problem solving Management and empowerment and challenging progress tracking, adapting to change. and build confidence for the stakeholders of the organization
2.3 Change Leadership	3.1 External Awareness 3.2 Change Leader 3.3 Change Technical 3.4 Best practices change 3.5 Empirical Change Competency	Ability to perceive, understand the situation, be aware of the external environment. corporate impact Implement and manage strategic change By using transformational techniques, persuasion, motivating others to accept, support, and respond with a vision. Build the momentum and access to resources to build strong models in an empirical change environment.
2.4 Ethical leadership	4.1 Ethical leader Characteristics 4.2 Ethical leadership Behaviors 4.3 Conduct of Ethical Leader 4.4 professional ethical leader 4.5 Superior ethical leader	Ability demonstrated ethical behavior in both educational leaders and personal life. on moral principles Commitment to situational, cultural fairness, upholding ethical standards Professional Ethics, Decision Making, Exemplary Integrity, Accuracy, Equality and Respect promoting equality social justice reflecting cultural, social, political and economic values
2.5 Education Technology & Digital Leadership	5.1 Information and data literacy 5.2 Communication and collaboration 5.3 Technology Digital content 5.4 Safety Technology & Digital	Ability to demonstrate leadership that is knowledgeable Communicate and use digital technology Create and develop content manage safety and problem solving that can be assessed Facilitate, improve, learn, develop teams, network and create a culture of success that is highly effective for the organization.

COMPETENCIES 2-1 : Educational Leadership		
Definition : Ability to set vision and strategic direction for educational management of the province Lifelong learning management of relevant educational institutions including the administration of the office to facilitate the efficiency of education management		
Key Element	1. Vision and goal setting 2. Strategic direction 3. Drive results	4. Facilitate efficiency 5. The role of education leader
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Explain and convey ideals, core values, objectives, and clear organizational expectations. -Determine a written vision of the educational direction	
2-Intermediate	-Announcement of the mission statement certifying the performance and commitment to the management of education -Clarify advanced goals and expectations for achieving organizational objectives or missions.	

3.Advance High	-Review goals, adjust plans and programs in accordance with vision and goals. -Give guidance to supervisors and personnel for progress and improvement -Manage changes in vision for continuity of operations -Using organizational leadership style in conjunction with decision-making strategies
4-Professional	-Focus on driving operations towards goals, achievements and results. -Use information and technology to facilitate and support the vision
5-Superior	-Evaluation, summary of results, operations and achievements in the results/goals, vision. -Act as an educational leader, striving for goals and exemplary outcomes

---

COMPETENCIES 2-2 Strategic leadership

Definition: Ability to in-depth analysis of strengths, weaknesses, resources and potential development of highly dynamic organizations. strategic thinking Set vision, direction, take action, create strategic alliances. creative problem solving Management and empowerment and challenging progress tracking, adapting to change. and build confidence for the stakeholders of the organization

Key Element	2.1 Strategic thinking 2.2 Building strategic alliances 2.3 Creating and managing change	2.4 Creative problem solving 2.5 Management and empowerment roles

Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain and convey ideals, core values, objectives, and clear organizational expectations. -Determine a written vision of the educational direction	
2-Intermediate	-Set guidelines for building alliances with educational stakeholders -Clarify advanced goals and expectations for achieving organizational objectives or missions.	
3.Advance High	-Developing teams to build corporate alliances and continually participate in driving strategies -Give guidance to supervisors and personnel for progress and improvement -Use best change management practices/models to motivate and motivate personnel. -Use innovative methods and technologies for creative problem solving.	
4-Professional	-Focus on driving operations towards goals, achievements and results. -Confidence in subordinates who are responsible for the success of the assignments	
5-Superior	-Evaluation, summary of results, operations and achievements in the results/goals, vision. -Show good management role and good empowerment is recognized in the education industry.	

COMPETENCIES 2-3 : Change Leadership

Definition: the ability to perceive, understand situations, be aware of the external environment corporate impact Implement and manage strategic change By using transformational techniques, persuasion, motivating others to accept, support, and respond with a vision. Build the momentum and access to resources to build strong models in an empirical change environment.

Key Element	1. External Awareness 2. Plan the change 3. Change Technique	4. Develop a change group 5. Transformational Leadership Roles
Proficiency Levels	Behavioral Indicators	

1-Foundation	• Follow up and broadcast news on developments and changes that affect the organization or unit. • Use interpersonal skills to guide closely and extensively in the use of competence in situations.
2-Intermediate	• Collaborate with stakeholders to formulate strategies to control difficult situations. • Gather and summarize data to forecast trends and change management policies.
3.Advance High	• Communicate facts and motivate members to respond to changing pressures on the organization. • Plan and coordinate effectively the implementation of transformation strategies. • Consider the impact and management of programmatic or project changes. • Periodically assess the process and results of the changes and make any necessary improvements.
4-Professional	• Encourage change strategy development groups and encourage teamwork. • Demonstrate knowledge, expertise, and apply theory. Tools and Process of Change
5-Superior	• Analyze, assess, monitor and apply best practices to define the transformation infrastructure. • Leadership roles to create an organizational culture that promotes the principles of quality and efficiency.

COMPETENCIES 2-4 : Ethical leadership

Definition- The ability to demonstrate ethical behavior in both educational and personal life leaders. on moral principles Commitment to situational, cultural fairness, upholding ethical standards Professional Ethics, Decision Making, Exemplary Integrity, Accuracy, Equality and Respect promoting equality social justice reflecting cultural, social, political and economic values

Key Element	1.Behave according to the characteristics 2. to motivate others 3. Use the power appropriately.	4. Evaluate ethical leaders 5. Maintain ethical leadership
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	• Learn, pass on the key traits of an ethical leader to others. • Induce, motivate others to follow the key traits of an ethical leader.	
2-Intermediate	• Encourage others to be ethical, open and honest leaders. • Consider ethical guidelines as part of the culture of the organization or group.	
3.Advance High	• Build a drive to maintain and enhance ethical leadership abilities. • Accept and seriously consider both positive and negative ethical suggestions. • Appropriate use of power that has never been misused or turned towards the end of the leader. • Leadership willingness to discuss ethical issues.	
4-Professional	• Leaving personal interests and egos for the benefit of goals or organizations. • Behave as an ethical leader under the consciousness of humanity.	
5-Superior	• Always evaluate and review your own ethical leadership assumptions. • Conduct and maintain ethical leadership in an ongoing manner.	

COMPETENCIES 2-5 : Education Technology & Digital Competency	
Definition: The ability to demonstrate leadership that is knowledgeable with information. Communicate and use digital technology Create and develop content manage safety and problem solving that can be assessed Facilitate, improve, learn, develop teams, network and create a culture of success that is highly effective for the organization.	

Key Element	1. Be aware of digital technology information 2. Communicate and use digital technology 3. Digital Technology Content	4. Solve digital technology problems 5. Disseminate digital technology information
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Recognize and access basic digital technologies to search Communicate quality information -Identify information requirements and digital content in roles with basic technology	
2-Intermediate	-Share information and digital content with others through appropriate digital technology. -Use digital tools and technologies for collaborative processes with stakeholders	
3.Advance High	-Organize, store, retrieve information and structured digital content. -Use digital technology and interact with awareness of behavioral norms and knowledge. -Improve and integrate digital technology information and content with existing knowledge -Evaluate information and digital content with judgment and credibility.	
4-Professional	-Use digital technology to develop organizations and education according to the digital government guidelines -Propose strategies for implementing and implementing digital technology security.	
5-Superior	-Evaluate the direction Trends in digital technology implementation to achieve educational goals -Develop and disseminate digital technology information for educational administration in an empirical context	

DIMENSION 3 - EDUCATIONAL MANAGER COMPETENCIES		
COMPETENCY	SUB-COMPETENCY	Definition
3.1 Academic Operation Competency	1.Communicate operational guidelines 2.Strategies, plans and results 3. Academic team 4. Develop academic ability 5. Promote, support	Ability to management working with skills, attitudes and behaviors that facilitate learning helps organizations and clients achieve academic success and competence. through communication, strategies, work plans, teamwork, ability development, promotion and support for academic operations of the Ministry of Education
2. Education Policy and Quality Plan Development	1. Transmitting strategic policies 2. Convert policies and plans into action 3. Implement the policy framework and plans 4. Evaluate the performance	Ability to analyze policy direction Strategies for improving the quality of national education transformed into policy making Strategies and plans for quality improvement in areas of responsibility lead to operations using

	5. Show the role of policy and plan leader	information Resources and Technology including setting up an assessment system for educational quality development to achieve the goals
3.Educational quality Management	1. Convey the concept 2. Develop skills and abilities 3. Implementation of the quality management system of the ED. 4. Follow up and evaluate the quality management 5. Research, innovation, quality management, ED.	Ability to organize a system, development, and management aimed at the achievement of the educational quality goals of those involved in obtaining lifelong learning. learning course Evaluation and various quality components by formulating policies, planning, implementing, monitoring, certifying, improving quality improve efficiency To create the success of education recipients to achieve the necessary results in knowledge, skills and attitudes. linked to national goals and social participation
4.Competency-Based Education	1. Vision of education according to ability 2. The team develops the ability system. 3. Develop an education system according to their abilities 4. Follow up and evaluate the educational system according to the ability 5. Research, innovation, education according to ability	ability to operate reforming the new education system fix legacy system Ensure that all students succeed on a competence-based basis by defining competency systems. Learning systems and assessment systems promote, support and develop learners to learn in the most efficient way and achieve equality.
5.Life-long educational management system Development	1. Use the body of knowledge to manage lifelong education 2. Interaction and cooperation with the team 3. Promote and develop the learning process 4. Develop a lifelong education management system 5. Research and develop innovations	Ability to learn principles and formulate strategies Action plan for the development of a lifelong education management system Identify the results and evaluation plans of the responsible and organizational units in a systematic way. and succeed effectively
6.Develop standards and education quality assurance	1. Convey the principles of the concept of QA 2. Establish standards, results, QA plans 3. Driving the quality assurance system 4. Follow up and evaluate the QA system 5. Research, innovation, develop QA	Ability to carry out educational quality assurance to ensure that the quality is in accordance with the specified standards and outcomes. by focusing on the use of knowledge, skills, ability to develop and carry out various activities systematically To assure management, clients, agencies, certifiers and other stakeholders that quality assurance requirements are met
7.Educational Monitoring and Evaluation	1. Analysis of vision Strategy and Plan 2. Design, follow up, evaluate 3. Consulting positive feedback 4. Follow up and evaluate 5. Develop a model Innovative monitoring and evaluation	Ability to analyze vision Strategies and related educational plans To formulate an educational monitoring and evaluation plan and educational supervision in the responsibility By creating interaction with the team, defining results, processes, implementing, monitoring and evaluating to achieve the goals.

COMPETENCIES 3-1 : Academic Operation Competency	
Definition (Definition) Management Capabilities Working with skills, attitudes and behaviors that facilitate learning helps organizations and clients achieve academic success and competence. through communication, strategies, work plans, teamwork, ability development, promotion and support for academic operations of the Ministry of Education	

Key Element	1. Communicate operational guidelines 2.Strategies, plans and results 3. Academic team	4. Develop academic ability 5. Promote, support

Proficiency Levels	Behavioral Indicators
1-Foundation	-Clarify the organization's role in the importance and ability to support academic development -Communicate guidelines to support and develop academic work MOE to those involved
2-Intermediate	-Determine strategies and planning to support academic operations of the Ministry of Education -Determine results and assign responsibility for academic performance of work groups in the organization
3.Advance High	-Establish a team to promote, support and facilitate Academic assistance to service recipients -Determine strategies to increase capacity, support organizations, develop, test and evaluate academic results. -Integrate various systems to promote, support, operate and develop the province's academics -Monitoring and evaluating academic performance according to the policy Ministry of Education program
4-Professional	-Coordinate, promote, support the development of quality education and network cooperation -Develop a system of consulting and training for academic operations for relevant agencies.
5-Superior	-Evaluation, summary of results, results, goals, problems, obstacles in academic operations of the province -Conduct research Develop academic innovations and publish them in the industry as a good role model.

COMPETENCIES 3-2 : Education Policy and Quality Plan Development	
Definition: the ability to analyze policy directions Strategies for improving the quality of national education transformed into policy making Strategies and plans for quality improvement in areas of responsibility lead to operations using information Resources and Technology including setting up an assessment system for educational quality development to achieve the goals	

Key Element	1. Transmit the policy of quality development strategy 2. Convert policies and quality plans into action 3. Operate in accordance with the policy framework and quality plan.	4. Evaluate the performance 5. Act as a leader in policy and professional plans.

Proficiency Levels	Behavioral Indicators
1-Foundation	-Transfer knowledge of policies and quality plans to related parties -Communicate and convert policies Quality plan in job roles
2-Intermediate	-Exchange information on policies and quality plans through face-to-face communication -Engage with the team to translate quality policies and plans into action

3.Advance High	-Analyze the key issues of the quality policy and plan into action planning -Initiate and motivate members to analyze and determine alternatives to implement policies and quality plans -Participate in the formulation of the policy implementation plan and the organization's quality plan -Build relationships with colleagues to achieve policies and plans
4-Professional	-Demonstrate views and guidelines for implementing policies and quality plans clearly. -Provide advice and positive feedback on policy implementation guidelines and quality plans
5-Superior	-Evaluate the direction Changing trends for the improvement of quality policies and plans -Develop patterns or innovations in implementing policies and quality plans to accommodate changes.

COMPETENCIES 3-3 : Educational quality Management		
Definition: The ability to organize, develop, and manage the aim of achieving the educational quality goals of those involved in life-long learning. learning course Evaluation and various quality components by formulating policies, planning, implementing, monitoring, certifying, improving quality improve efficiency To create the success of education recipients to achieve the necessary results in knowledge, skills and attitudes. linked to national goals and social participation		
Key Element	1. Convey the concept 2. Developing skills and abilities 3. Operation management system	4. Follow up and evaluate the performance 5. Promote research and innovation
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Study, learn and pass on the principles, concepts and management of educational quality. -Develop skills and competences in the implementation of educational quality management in roles and responsibilities	
2-Intermediate	-Determine the guidelines for the educational quality management system of the group/team. -Exchange learning about quality management operations Education in collaboration with members and corporate partners	
3.Advance High	-Lead, design and plan the implementation of educational quality management of the group/organization -Manage participation to drive the educational quality management system towards the goal -Apply a variety of technological and digital capabilities to manage the quality of education -Supervise, supervise, monitor, and evaluate the province's educational quality management performance.	
4-Professional	-Develop management leadership, management, performance measurement, educational quality management. -Providing advice and guidance How to operate and develop an educational quality management system professionally	
5-Superior	-Evaluate the performance and bring to improve the quality of education systematically -Develop research/innovation support publish quality management Education is an empirical model.	

COMPETENCIES 3-4 : Competency-Based Education	
Definition the ability to work on reforming the new education system fix legacy system Ensure that all students succeed on a competence-based basis by defining competency systems. Learning systems and assessment systems promote, support and develop learners to learn in the most efficient way and achieve equality.	

Key Element	1. Education vision 2. System development team 3. Operate the system development	4. Follow up and evaluate the system 5. Research, educational innovation

Proficiency Levels	Behavioral Indicators
1-Foundation	-Study, learn and explain the principles of educational management according to the competence of the province. -Determine the vision for organizing the education system according to the abilities of provinces and educational institutions
2-Intermediate	-Propose guidelines for setting competence and competency models of provinces and schools -Establish and develop provincial teams to develop an educational management system according to their abilities
3.Advance High	-Lead the development of curricula and the use of competence curricula in provinces and schools -Develop a learning and training management system according to the competence of the province. -Coordinate with educational institutions to develop the educational system according to their abilities -Committed to developing a system for monitoring and evaluating educational management according to their abilities
4-Professional	-Coordinate, promote, support the development Quality of Education Standards and Educational Networks -Providing advice on improving the quality of the educational management system according to the ability
5-Superior	-Evaluation, summary, implementation and success of educational management according to competence -Research and develop educational innovations according to their ability to be published in the industry as a good role model

COMPETENCIES 3-5 : Life-long educational management system Development	
Definition: the ability to learn principles and formulate strategies Action plan for the development of a lifelong education management system Identify the results and evaluation plans of the responsible and organizational units in a systematic way. and succeed effectively	

Key Element	1. Use the knowledge of education management throughout life. 2. Interaction and cooperation with the team 3. Promote and develop the learning process	4. Develop a lifelong education management system 5. Research and develop innovations

Proficiency Levels	Behavioral Indicators

1-Foundation	-Transfer knowledge of lifelong education development to relevant parties -Use the knowledge of lifelong education management to work in their roles and duties
2-Intermediate	-Determine the vision and strategic plan of the organization's lifelong education management -Create interactions and cooperate with the team to develop the educational management system throughout the organization's life.
3.Advance High	-Develop a curriculum for the development of educational management throughout the life of the agency/organization -Promote and develop teaching and learning management systems for lifelong education for those involved. -Promote and develop the learning process learning resources and learning media for Education lifelong -Show commitment and determination to coordinate the development of the system to agencies / educational institutions
4-Professional	-Implementing the development of a lifelong education management system in accordance with academic principles -Promote and develop a body of knowledge to advise, teach, and develop a lifelong education management system.
5-Superior	-Evaluation to improve the implementation of lifelong education management education agencies. -Research, develop, disseminate innovations for the development of an empirical lifelong education management system

COMPETENCIES 3-6 : Develop standards and education quality assurance		
Definition: The ability to carry out educational quality assurance to ensure that the quality meets the specified standards and outcomes. by focusing on the use of knowledge, skills, ability to develop and carry out various activities systematically To assure management, clients, agencies, certifiers and other stakeholders that quality assurance requirements are met		
Key Element	1. Transmit the principles, concepts, and operations of QA 2. Setting standards, results, planning, implementing QA 3. Participate in driving the QA system	4. Follow up and evaluate the QA performance 5. Promote research Innovative development of QA
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Study, learn and convey policies, principles, concepts, educational quality assurance -Develop skills and capabilities to support QA operations according to their roles and duties	
2-Intermediate	-Determine the guidelines and results of the quality assurance operation of the group/team. -Exchange learning about QA operations with members and corporate partners	
3.Advance High	-Design and plan the implementation of the quality assurance system together with the group/organization -Participate in driving the educational quality assurance system towards standards and outcomes -Use a wide range of both technological and digital skills to perform QA operations -Supervise, supervise, monitor, evaluate the performance Aiming for Standards and QA System Results	

4-Professional	-Develop management leadership, management, performance measurement, QA performance measurement -Providing advice and guidance Techniques for operating and developing a professional QA system
5-Superior	-Evaluate the province's quality assurance performance for systematic improvement. -Develop research/innovation support Publish QA operations as an empirical model.

COMPETENCIES 3-7 : Educational Monitoring and Evaluation		
Definition: Ability to analyze vision Strategies and related educational plans To formulate a plan for monitoring and evaluating the educational management in the responsibility By creating interaction with the team, defining results, processes, implementing, monitoring and evaluating to achieve the goals.		
Key Element	1. Analysis of vision Strategy and study plan 2. Process design Follow up and evaluate 3. Consulting positive feedback	4. Follow up and evaluate 5. Develop a model Innovative monitoring and evaluation
Proficiency Levels	**Behavioral Indicators**	
1-Foundation	-Transfer the results of the vision analysis study plan strategy -Analyze the results of the work in the page that supports the follow-up evaluation	
2-Intermediate	-exchange information The group's operations support monitoring and evaluation. -Collaborate with the design team, process, follow up and evaluate the results of the study.	
3.Advance High	-Determine the educational supervision evaluation plan in the responsibility -Determine clear plans, objectives, and follow-up results to assess the results of the study. -Choose a technique for monitoring and evaluating the results of the study reflecting the assessment results. -Build and maintain a good personal relationship with the relevant educational assessment team.	
4-Professional	-Participate in professional educational monitoring and evaluation -Consulting and giving positive feedback in the educational monitoring and evaluation process	
5-Superior	-Evaluation and report on the effectiveness of monitoring, evaluation of education and supervision -Develop a model, an innovative way to follow up and evaluate the results of a new study that has been accepted	

Continuous : Dimension 4-7