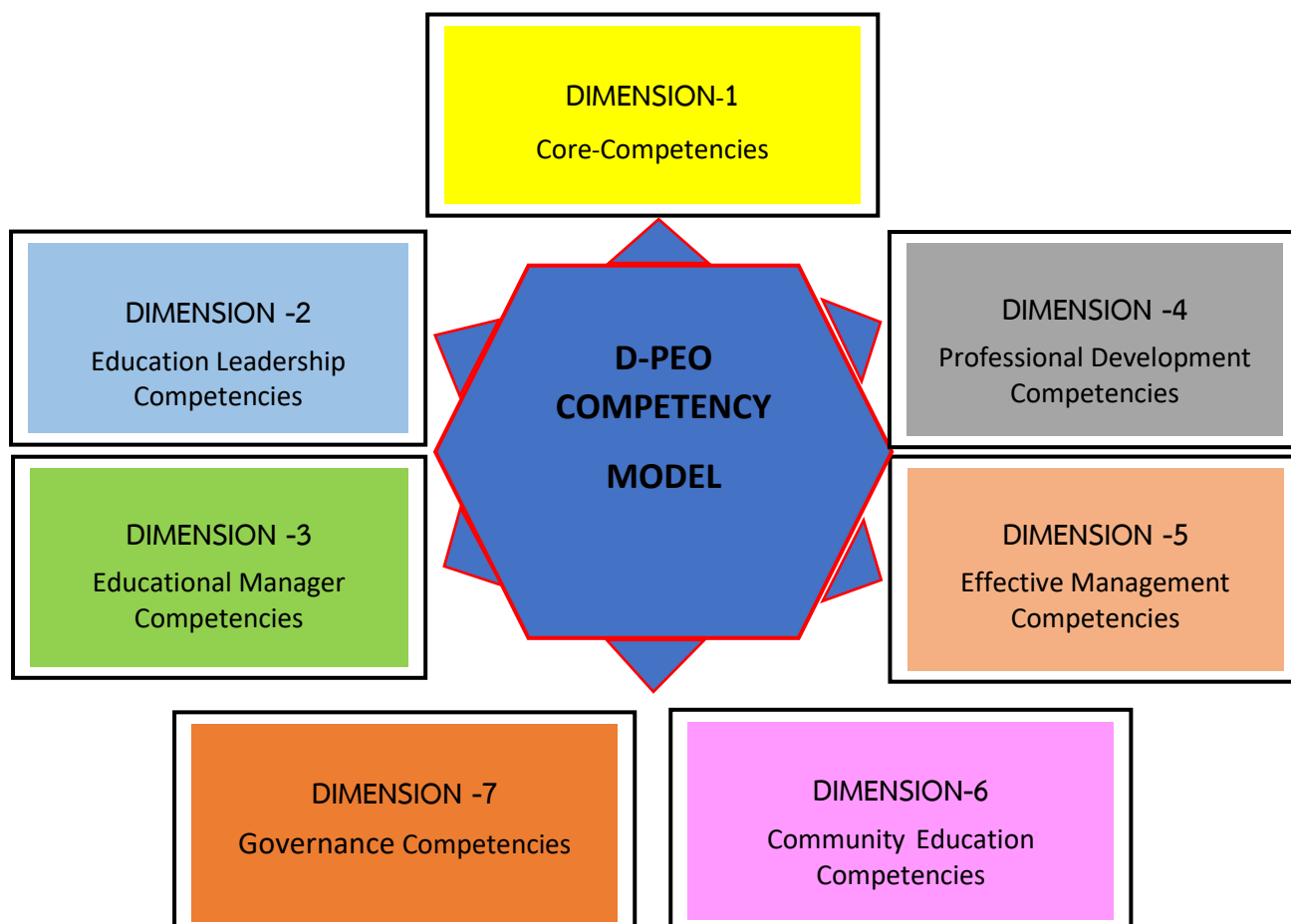


D-PEO COMPETENCY MODEL

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



DIMENSION -4 PROFESSIONAL DEVELOPMENT COMPETENCIES		
COMPETENCY	SUB- COMPETENCY	DEFINITION
4.1 Professional Standards Development	1.Communicate knowledge 2.Plan for the development 3.Cooperate to develop 4.Consulting on development 5.Lead learning and develop	Ability to carry out educational development that indicates the process of acquiring individual potential. Building understanding and engaging learning in the profession with the development of practitioners training education Planning, Organizing and Programming professional support and various learning support activities to achieve standards and success in life and work.
4.2 Results and professional excellence	1.Determine the results of work 2.Plan the implementation to achieve results. 3.Evaluate operating results towards results 4.Support network cooperation	ability to define performance results, apply, collect, coordinate techniques, methods, resources, and technologies. work on professional development Follow up evaluation achieve professional results and excellence

	5.Show success in professional competency results.	
4.3 Academic performance Development	<ol style="list-style-type: none"> 1.Analysis of educational missions 2.Determine the format for the development of educational results. 3.Design and develop academic works 4.Consulting and recommending the development of academic works 5.Show academic works that are exemplary. 	Analytical abilities, directions, strategies, responsible educational plans and missions to set guidelines, forms, innovations for the development of academic works that represents value and reflects ability potential The success and effectiveness of operations on duty To be a role model for academic leaders in professional education.
4.4 Human Resource Competency development	<ol style="list-style-type: none"> 1.Develop the ability to develop HR 2.Determine HR development goals strategy 3.Determine the Edu HR development plan 4.Evaluate the development of HR competency 5.Propose guidelines for developing Edu HR potential 	Ability to develop self-efficacy, project team, participatory projects to carry out the development of educational human resources with performance determination Schedule learning and training and set a systematic evaluation To increase the potential of educational personnel to be successful professionally
4.5 Educational Research	<ol style="list-style-type: none"> 1.Study and research, research, media development, learning innovation 2.Communicate the research process 3.Determine research operations strategies 4.Consulting research advice 5.Develop and disseminate innovative research 	Ability to carry out the process of collecting information and related information. and use methods of analysis, synthesis, critical thinking, planning, selecting statistical tools, and identifying appropriate data collection methods. (quantitative and qualitative) using reflection skills Identifying and analyzing problems Create solutions and evaluate Writing and presenting research and findings To communicate to relevant parties the purpose and results of the research.

COMPETENCIES 4-1 : Professional Standards Development		
Definition: The ability to carry out educational development that indicates the process of extracting individual potential. Building understanding and engaging learning in the profession with the development of practitioners training education Planning, Organizing and Programming professional support and various learning support activities to achieve standards and success in life and work.		
Key Element	<ol style="list-style-type: none"> 1. Communicate knowledge of professional standards development 2.Plan for the development of professional standards 3. Cooperate to develop professional standards 	<ol style="list-style-type: none"> 4. Consulting on the development of professional standards 5. Lead learning and develop professional standards
Proficiency Levels	Behavioral Indicators	
1-Foundation	<ul style="list-style-type: none"> -Study, learn and pass on the body of knowledge to develop professional standards -Build skills and professional attributes in the context of their work/duties. 	
2-Intermediate	<ul style="list-style-type: none"> -Set self-development goals to be ready according to professional standards -Exchange learning guidelines for professional development with colleagues 	

3.Advance High	<ul style="list-style-type: none"> -Use professional skills and attributes to develop and solve professional development problems -Develop the ability to communicate in Thai and English -Influencing others to contribute to leadership development, learning, professional education -Promote and support cooperation in professional networks to develop readiness for professional development
4-Professional	<ul style="list-style-type: none"> -Apply a variety of techniques to develop professional education practitioner standards -Consulting, recommending, developing professional standards with professional expertise
5-Superior	<ul style="list-style-type: none"> -Analyze, assess and forecast direction to create professional change -To be a leader in learning and formulate approaches to develop or solve exemplary professional development problems.

COMPETENCIES 4-2 : Results and professional excellence		
Definition: the ability to define performance results; apply, integrate, integrate techniques, methods, resources, and technologies; work on professional development Follow up evaluation achieve professional results and excellence		
Key Element	1. Determine the results of work 2. Plan the implementation to achieve results. 3. Evaluate operating results towards results	4. Support network cooperation 5. Show success in professional competency results.
Proficiency Levels	Behavioral Indicators	
1-Foundation	<ul style="list-style-type: none"> -Study and clearly explain the results of professional excellence -Determine the results of performance in their own roles 	
2-Intermediate	<ul style="list-style-type: none"> -Determine the results of the performance of the work group in the organization -Set career paths to achieve professional results and excellence 	
3.Advance High	<ul style="list-style-type: none"> -Plan the implementation with the team for success in the results. -Working with other agencies towards the outcome of professional development -Commitment to working towards results using a variety of techniques, methods and resources. -Monitoring, evaluating, and implementing operations towards professional results and excellence 	
4-Professional	<ul style="list-style-type: none"> -Support the cooperation network to develop the results of professional development operations -Providing advice and guidance Techniques for linking knowledge and innovation towards professional outcomes 	
5-Superior	<ul style="list-style-type: none"> -Assess the direction, trend, development achievement of professional development outcomes. -Exemplify roles in the implementation of professional competency outcomes 	

COMPETENCIES 4-3 : Academic performance Development		
<p>Definition, analytical ability, direction, strategy, responsible educational plans and missions. to set guidelines, forms, innovations for the development of academic works that represents value and reflects ability potential The success and effectiveness of operations on duty To be a role model for academic leaders in professional education.</p>		
Key Element	1. Analysis of educational missions 2. Determine the format for the development of educational results. 3. Design the development of academic works according to the regulations	4. Consulting Recommend development of academic work to others 5. Show academic works that are exemplary.
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain/transfer an overview of the development of academic works -Analyze strategy educational plans and missions in their responsibilities	
2-Intermediate	-Collect information for the development of academic works -Exchanging knowledge and developing academic works with the team and consulting experts	
3.Advance High	-Design a model for developing academic works that are likely to be successful -Plan the process of developing their own academic work in a systematic way -Performing the development of academic works in accordance with the protocols and methods that are accepted in academics -Promote and support those involved in the development of academic works that are responsible for success	
4-Professional	-Enhancing the culture of academic work development, supporting being a person of learning -Consulting and recommending the development of academic works to others according to the rules and regulations	
5-Superior	-Evaluate and review the results of academic developments reflecting professional expertise. -Show an empirical example of academic work in the academic profession	

COMPETENCIES 4-4 : Human Resource Competency development		
<p>Definition: the ability to develop one's own abilities, teams, plans, projects with participation to carry out the development of educational human resources with performance determination Schedule learning and training and schedule an evaluation systematically To increase the potential of educational personnel to be successful professionally</p>		
Key Element	1. Develop the ability to develop human resources 2. Determine personal development goals strategy 3. Determine educational human resource development plans	4. Evaluate the development of human competence 5. Propose guidelines for developing educational personnel
Proficiency Levels	Behavioral Indicators	

1-Foundation	-Transfer knowledge of human competency development to others -Develop one's own abilities to support the development of human competence systems
2-Intermediate	-Set strategy Goals and plans for the development of educational personnel competency -Exchanging knowledge on development guidelines together with members and stakeholders
3.Advance High	-Participate in educational personnel competency development projects that are likely to be successful -Determine individual competency development plans in line with group outcomes and organizational strategies. -Realize and intend to participate in the organization's human competency development system -Cooperation with agencies and learning networks to develop professional competence of teachers and educational personnel
4-Professional	-Implement a strategy to develop personnel competency in education skillfully and systematically -Providing advice, teaching, and professional development of educational personnel
5-Superior	-Assess trends Results of human competency development to improve operations for the future -Develop innovations, develop educational personnel competency, disseminate as a good role model

COMPETENCIES 4-4 : Educational Research		
<p>Definition: The ability to carry out the process of collecting information and related information. and use methods of analysis, synthesis, critical thinking, planning, selecting statistical tools, and identifying appropriate data collection methods. (quantitative and qualitative) using reflection skills Identifying and analyzing problems Create solutions and evaluate Writing and presenting research and findings To communicate to relevant parties the purpose and results of the research.</p>		
Key Element	1. Study and research, research, media development, learning innovation 2. Communicate the research process 3. Determine research operations strategies	4. Consulting research advice 5. Develop and disseminate innovative research
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain/transfer the body of knowledge of educational research in a broad picture -Develop research methodological skills in their roles and duties	
2-Intermediate	-Design research in accordance with the limitations and scope of work in responsibilities -Communicate, exchange, learn about the research development process with those involved.	
3.Advance High	-Identify and design educational research procedures appropriate to the context. -Determine strategies and plans for research studies that are likely to be successful -Develop, verify, relevant research tools with reliable techniques and statistics. -Use insights to reflect on the results of research studies and alternative approaches.	
4-Professional	-Lead the research process to solve problems or develop educational work with professional expertise. -Consulting, advice, training to communicate research and findings	

5-Superior	-Analyze the problem Evaluate, review strategies and formulate solutions to improve research. -Disseminate innovative research, develop educational outcomes and quality as an empirical model.
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DIMENSION 5 -EFFECTIVE MANAGEMENT COMPETENCIES		
COMPETENCY	SUB-COMPETENCY	DEFINITION
5.1 Education Officer Commission Operate Competency	1.Administrative 2.Government 3.Assignment 4.Responsibility 5.Lead to Operation	Management ability Assign responsibility, supervise and monitor the office's administrative operations. Supporting the operation and performance of government work in accordance with the powers and duties of the Provincial Education Commission and the EO-COM. assign
5-2 Education Administration	1.Transfer the principles of management concepts 2.Communicate the direction of management goals 3.Operate system management 4.Cooperate to develop to meet the needs of service users. 5.Develop innovation in educational administration	Ability to manage the educational system, its structure, resources, and processes in an organized manner; To manage strategic direction-oriented education through planning, administration, organization, educational direction, coordination, supervision, control and evaluation of education. To develop knowledge, skills, abilities, attitudes, behaviors, values or virtues Be a good member of society
5-3 Strategic public administration	1.Analyze, assess the environment 2.Determine vision, mission, strategy 3.Allocate resources and budget and plans for public administration. 4.Establish an evaluation framework and identify indicators. 5.Develop innovative strategic public administration.	Ability to analyze, assess trends, organizational environment Determine vision, mission, strategy, work plan, project, resource allocation and budget for educational administration of the province. including establishing an evaluation framework Identify performance indicators and develop innovations. for effective strategic public administration
5-4 Government inspection Support	1.Analysis of information 2.Coordinate and support the government inspection 3.Communicate technical information 4.to give advice 5.Evaluation of performance	Ability to study policy conveying guidelines for government inspection by analyzing information, formulating plans, directing, supervising, expediting, monitoring, and evaluating for communication, coordination, and support of government inspection missions and operations of relevant agencies
5-5 Educational Monitoring and Evaluation	1. Analysis of vision Strategy and study plan 2. Process design Follow up and evaluate 3. Consulting positive feedback 4. Follow-up and evaluation of educational agencies 5. Develop a model Innovative monitoring and evaluation	Ability to analyze vision Strategies and related educational plans To formulate a plan to monitor and assess the educational performance of the educational agencies in their responsibility By creating interaction with the team, defining results, processes, implementing, monitoring and evaluating to achieve the goals.

COMPETENCIES 5-1 : Commission Operate Competency		
Definition Management Capabilities Assign responsibility, supervise and monitor the office's administrative operations. Supporting the operation and performance of official duties in accordance with the powers and duties of the Provincial Education Commission and as assigned by the EO-COM		
Key Element	1. Perform administrative tasks - administrative tasks 2. To operate the government - government 3. Assign work-assignment	4. Responsibility - responsibility 5. Show the role of operations -Lead to Operation
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Study, learn and explain the roles, duties, goals of the Provincial Education Commission -Analyze the results of the performance of EO-COM in the office	
2-Intermediate	-Perform administrative tasks and operations of the Provincial Education Commission -Assign responsibility for the operation of the EO-COM of the work group in the organization	
3.Advance High	-Prepare work systems and operational plans to support the results and goals of the EO-COM -Collaborate with the team to prepare strategies, study plans, budget plans of the province. -Cooperate with the EO-COM to promote and support the management of educational organizations at all levels in the province. -Monitoring, evaluating, operating towards results and goals EO-COM	
4-Professional	-Support the network of cooperation in the management and development of personnel under the powers and duties of the EO-COM -Leading advice on the establishment, dissolution, consolidation, dissolution, transfer of educational institutions under the powers and duties of the EO-COM	
5-Superior	-Evaluation, summary of results, operations and achievements in the results/goals of the EO-COM -Show the role of the implementation of the results and goals. The EO-COM is an empirical model.	

COMPETENCIES 5-2 : Education Administration		
Definition: The ability to manage the educational system, its structure, resources, and processes in an organized manner. Educational administration aims at the vision direction, strategic with planning, administration, organization, educational direction, coordination, supervision, control and evaluation of education. To develop service recipients to have knowledge, skills, abilities, attitudes, behaviors, values or virtues be a good member of society		
Key Element	1. Transfer the principles and concepts of educational administration 2. Communicate the direction and goals of educational administration. 3. Operate the management of the education system	4. Cooperate to develop to meet the needs of service users. 5. Provide professional education services
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain and convey principles and concepts of educational management to those involved. -Communicate vision Goals of educational operations in the roles and duties of service recipients	

2-Intermediate	<ul style="list-style-type: none"> -Set educational administration goals for personnel and service recipients -Determine strategies and plan for educational administration operations in the organization
3.Advance High	<ul style="list-style-type: none"> -Plan educational administration operations in accordance with the corporate strategy vision. -Determine the outcomes of educational administration in various fields clearly. -Create participation in educational change management with related parties -Systematically assess the educational management performance of the organization and related parties
4-Professional	<ul style="list-style-type: none"> -Applying techniques, resources and technology to manage education to achieve goals -Providing advice and advice on educational administration to those involved in professional
5-Superior	<ul style="list-style-type: none"> -Evaluate the situation trends and anticipate problems that may arise in education administration -Develop a body of knowledge and new innovations for the development of educational administration is accepted

COMPETENCIES 5-3 : Strategic public administration		
Definition: the ability to analyze, assess trends, organizational environments Determine vision, mission, strategy, work plan, project, resource allocation and budget for educational administration of the province. including establishing an evaluation framework Identify performance indicators and develop innovations. for effective strategic public administration		
Key Element	<ol style="list-style-type: none"> 1. Analyze, assess the environment 2. Determine vision, mission, strategy 3. Allocate resources and budget and plans for public administration. 	<ol style="list-style-type: none"> 4. Establish an evaluation framework and identify indicators. 5. Develop innovative strategic public administration.
Proficiency Levels	Behavioral Indicators	
1-Foundation	<ul style="list-style-type: none"> -Learn and pass on the principles of strategic public administration to those involved. -Analyze and assess the environment inside and outside the organization 	
2-Intermediate	<ul style="list-style-type: none"> -Determine vision, mission, strategy and formulate an organizational strategic plan. -Apply concepts and theories of strategic public administration in educational administration 	
3.Advance High	<ul style="list-style-type: none"> -Applied the working science of the relevant Strategic Management Committee -Support the team to properly implement the principles and strategic processes -Control, supervise, monitor, evaluate the strategic plans that have been assigned -Prepare an evaluation framework and identify strategic public administration indicators. 	
4-Professional	<ul style="list-style-type: none"> -Personal development is a valuable asset for the organization in accordance with the educational development plan. -Consulting and recommending the preparation of a framework for assessing performance and determining the indicators of government agencies or other agencies 	
5-Superior	<ul style="list-style-type: none"> -Evaluation and review of public administration, strategy and improvement together with the team properly. -Promote and develop innovative strategic public administration as an empirical model 	

COMPETENCIES 5-4 : Government inspection Support		
Definition: the ability to study policy conveying guidelines for government inspection by analyzing information, formulating plans, directing, supervising, expediting, monitoring, and evaluating for communication, coordination, and support of government inspection missions and operations of relevant agencies		
Key Element	1. Analysis of information 2.Coordinate and support the government inspection 3.Communicate technical information	4. Consulting and recommending government inspections 5.Evaluation of performance
Proficiency Levels	Behavioral Indicators	
1-Foundation	-study and learn broadcast policy Guidelines for supporting government inspections to others -Analyze the information of the plans Government Inspectorate Support Program	
2-Intermediate	-Prepare a work plan to support the Government Inspectorate -Coordinate and support government inspections with agencies related educational institutions	
3.Advance High	-Communicating and coordinating technical information to support the operation of the civil service inspection -Collaborate with teams and partners in government inspection work flexibly. -Intend to carry out work to support government inspections that are timely and responsible for efficiency -Work with the agency Educational institutions in the province to achieve the objectives of the civil service examination.	
4-Professional	-Perform the work according to the procedure standards and follow up on government inspection results that reflect efficiency -Consulting, recommending, analyzing decision-making for government inspections to relevant parties	
5-Superior	-Evaluate the performance of the agency school and others Support for government inspections -Study and research the system, model, prepare a manual to support the civil service inspection is accepted	

COMPETENCIES 5-5 : Educational Monitoring and Evaluation		
Definition: Ability to analyze vision Strategies and related educational plans Determine a plan to monitor and evaluate the educational performance of the educational agencies in their 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 evaluation of educational agencies 5. Develop a model Innovative monitoring and evaluation
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain and convey policies and guidelines for monitoring and evaluation of the Ministry of Education -Analyse vision, strategy, study plan, results of work that support monitoring and evaluation.	
2-Intermediate	-Prepare and update information on the operations of the group to support the follow-up and evaluation. -Collaborate with the design team, process, follow up and evaluate the results of the study.	

3.Advance High	<ul style="list-style-type: none"> -Determine the evaluation plan for educational performance in the province's responsibility. -Determine objectives, results, and those responsible for monitoring and evaluating the results of the study clearly -Select educational monitoring and evaluation techniques that reflect the assessment results. -Build a team and maintain a good relationship with the educational evaluation team of other agencies.
4-Professional	<ul style="list-style-type: none"> -Participate in professional educational monitoring and evaluation -Consulting and providing positive feedback on strategies and educational monitoring and evaluation processes
5-Superior	<ul style="list-style-type: none"> -Evaluation and reporting of operational efficiency and educational monitoring and evaluation -Develop a new model of educational monitoring innovation that has been empirically accepted.

DIMENSION 6 - COMMUNITY EDUCATION COMPETENCIES		
COMPETENCY	SUB-COMPETENCY	DEFINITION
6.1 Community Education Leadership Competencies	<ol style="list-style-type: none"> 1. Convey the philosophy of community education 2. Develop community education skills 3. Assign responsibility 4. Show talent 5. Integration of community education 	Ability to demonstrated acting as a community education leader. knowledge and understanding of community conditions The role of development, problem solving, building cooperation Community participation in sustainable community education process To increase opportunities for lifelong learning for the community
6.2 Community Building and Sustaining relationship Competencies	<ol style="list-style-type: none"> 1. Conveying guidelines for building community relations 2. Communicate the objectives of building relationships with the community 3. Promote the good image of the organization 4. Develop and show individual abilities 5. Develop a model for building community relations 	Ability to build educational community relationships with relevant communities and networks by establishing guidelines, communicating, promoting the image Personnel competence development and relationship building patterns To show the intention and determination to promote and support education of the province with effective community organizations and networks
6.3 Community Engagement Competencies	<ol style="list-style-type: none"> 1. Communicate the mission and participation 2. Develop communication skills 3. Follow-up evaluation 4. Develop individual abilities 5. Develop a model for community participation 	Ability to play a role in engaging with the educational community with the mission communicate information and guidelines action plan Develop effective team collaboration abilities. depend on each other Seek good practice To promote and support effective participation in educational communities
6.4 Organization Development to Community Education Competencies	<ol style="list-style-type: none"> 1. Develop communication skills 2. Facilitate and empower 3. Plan, organize, manage resources 4. Play a leadership role in negotiating. 	Ability to develop organizational capabilities, both systems and human resources by creating opportunities for learning and development in a variety of contexts Facilitate and promote community empowerment Organize and manage resources Develop and support collaboration Assess and

	5. Assess the ability to develop community education	inform practices to support educational community development operations powerful
6.5 Community Education Implementation Competencies	<ol style="list-style-type: none"> 1. Analyze internal and external factors 2. Considering the political, economic and social context 3. Plan, define methods and results. 4. Cooperate with stakeholders 5. Show leadership roles 	Ability to learn and understand the community working on a broad community environment. To identify and plan actions based on knowledge of internal and external social, political influences. able to carry out work to develop educational communities in the province achieve effective operational standards

COMPETENCIES 6-1 : Community Education Leadership Competencies		
<p>Definition: The ability to act as a community education leader that demonstrates knowledge and understanding of community conditions The role of development, problem solving, building cooperation Community participation in sustainable community education process Increase opportunities for lifelong learning for the community.</p>		
Key Element	<ol style="list-style-type: none"> 1. Convey the philosophy of community education 2. Develop community education skills 3. Assign responsibility 	<ol style="list-style-type: none"> 4. Show talent 5. Integration of community education
Proficiency Levels	Behavioral Indicators	
1-Foundation	<ul style="list-style-type: none"> -Study and learn, explain the history, philosophy and principles of community education -Apply the principles of community education in the role of the management team. 	
2-Intermediate	<ul style="list-style-type: none"> -Set a vision Strategic plans and goals for community education work with staff and communities. -Analyze the impact of events at different levels Understand the community in which education will be organized. 	
3.Advance High	<ul style="list-style-type: none"> -Determine objectives and guidelines for community education for individuals and working groups -Demonstrate the skills needed to explore and assess the educational needs of the community. -Motivate others to see and recognize the importance of meeting diverse community needs. -Monitoring, evaluating and improving the culture and environment of community education together 	
4-Professional	<ul style="list-style-type: none"> -Demonstrate the ability to participate in the advisory council to solve problems in communities and schools -Consulting and recommending related parties to build cooperation in educational operations in the community 	
5-Superior	<ul style="list-style-type: none"> -Demonstrate expertise in various tools used to assess the effectiveness of community education programs -Leadership in integrating community education with education change or reform. 	

COMPETENCIES 6-2 : Community Building and Sustaining relationship Competencies		
<p>Definition: the ability to build relationships with the educational community and related networks by establishing guidelines, communicating, promoting the image Personnel competence development and relationship building patterns To show the intention and determination to promote and support education of the province with effective community organizations and networks</p>		
Key Element	1. Conveying guidelines for building community relations 2. Communicate the objectives of building relationships with the community 3. Promote the good image of the organization	4. Develop and show individual abilities 5. Develop a model for building community relations
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain and convey principles and guidelines for building relationships with educational communities -Communicate to create understanding of the role of education in the democratic community society with those involved.	
2-Intermediate	-Communicate the objectives and importance of the organization to the community and stakeholders -Determine objectives and guidelines for community education for individuals and working groups	
3.Advance High	-Provide planning and methods to forecast educational trends and impacts. -Identify and connect important community issues to plan for building community education relationships. -Promote a good image of organizations and educational agencies that play a role in community education. -Monitoring, evaluating and managing perceptions of educational problems in communities and schools	
4-Professional	-Shows the ability to balance complex needs for the benefit of the community. -Develop capacity and efficiency of personnel for conducting education in the community	
5-Superior	-Demonstrate expertise in using technology to support effective community education -Develop a model for building relationships in community education as an empirical model.	

COMPETENCIES 6-3 : Community Engagement Competencies		
<p>Definition The ability to play a role to participate in the educational community. with the mission communicate information and guidelines action plan Develop effective team collaboration abilities. depend on each other Seek good practice To promote and support effective participation in the education community.</p>		
Key Element	1. Communicate the mission of participation 2. Develop communication skills 3. Follow-up evaluation	4. Develop individual abilities 5. Develop a model for community participation
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Explain and convey the roles and responsibilities of community participation mission -Develop communication skills that are contextual and responsive to the diversity of communities.	
2-Intermediate	-Communicate information Cultural responsiveness, connection and collaboration -Determine objectives and guidelines for community participation for individuals and work groups	
3.Advance High	-Plan, define methods and outcomes for community participation in education -Identify best practices for planning effective community engagement in education.	

	-Develop organizational and community collaboration and participation -Monitoring and evaluating participation in education in communities and schools
4-Professional	-Show your ability to work together and be part of a professional performance team. -Build a connection of personal talent with collaboration and community involvement.
5-Superior	-Evaluate the reviews Improve your ability to learn from others and let others learn from your organization. -Develop a good practice model for community participation as an empirical model.

COMPETENCIES 6-4 : Organization Development to Community Education Competencies

Definition: The ability to develop the capabilities of the organization, both the system and the human resources. by creating opportunities for learning and development in a variety of contexts Facilitate and promote community empowerment Organize and manage resources Develop and support collaboration Assess and inform practices Supporting effective educational community development operations

Key Element	1. Develop communication skills 2. Facilitate and empower 3. Plan, organize, manage resources	4. Play a leadership role in negotiating. 5. Assess the ability to develop community education
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Seek learning opportunities and approaches for development that are accessible and responsive to individuals and communities. -Develop communication skills Discussing and stimulating personal and community change ideas	
2-Intermediate	-Analyze and understand the dynamics of power and participation in decision-making processes. -Facilities empowering people Workgroups and educational communities	
3.Advance High	-Learn about culture, management, organizational practices Sustainable Accountability and Governance -Plan, organize, manage resources, develop programs and activities Support the education community -Develop and support community engagement, partnerships and collaboration. -Promote decision-making and collaborative activities that affect the quality of life of individuals and communities	
4-Professional	-Play leadership roles, negotiating and agreeing on appropriate collaborative roles -Provide training and community development opportunities that are suitable for working together.	
5-Superior	-Assess the ability to develop community education with appropriate tools and technology. -Promote and support community-led research and evaluation as an empirical model	

COMPETENCIES 6-5 : Community Education Implementation Competencies

Definition: The ability to learn and understand the community environment that participates in a wide range of operations. to identify and plan for the development of educational communities in the province to conform to the knowledge of social influences internal and external politics to achieve community education operation standards

Key Element	1. Analyze internal and external factors 2. Considering the political, economic and social context 3. Plan, define methods and results.	4. Cooperate with stakeholders 5. Show leadership roles
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Proficiency Levels	Behavioral Indicators
1-Foundation	-Be aware of relevant global and local factors affecting communities -A critical analysis of internal and external factors affecting individuals and communities
2-Intermediate	-Communicate information Factors and Results of Analysis for teams and collaborative groups -Join community/environment assessment considering political, economic and social contexts
3.Advance High	-Plan, define methods and community performance outcomes consistent with the factors analyzed. -Check internal views and information related to the area to be operated. -Identify operational needs and opportunities using relevant information and evidence. -Monitor and assess evidence of perceived challenges that hinder engagement with the educational community.
4-Professional	-Collaborate with stakeholders to identify and acknowledge community priorities needs. -Create and maintain interactions between all kinds of people to support change in the community.
5-Superior	-Assess power dynamics Making decisions to tackle challenges and opportunities creatively -Play leadership roles, both facilitating, supporting, and being recognized empirically

DIMENSION 7 - EDUCATIONAL GOVERNANCE COMPETENCIES		
COMPETENCY	SUB-COMPETENCY	DEFINITION
7.1 Governance Personal Attribute Competency	<ol style="list-style-type: none"> 1. Explain the policy of the NEC. 2. Identify alternatives that achieve goals 3. Dedicate time to building good governance 4. Appreciate innovation 5. Develop leadership 	competence according to the characteristics and responsibilities of the person in the principles of good governance to recognize and promote diversity and inclusion Understand the impact of effective governance on educational quality and outcomes. For recipients of education services at all levels
7.2 Competency-Based Governance	<ol style="list-style-type: none"> 1. Identify core competencies 2. Establish a good governance team 3. Assess the ability of good governance 4. Develop competency governance team 5. Develop leadership and good governance 	Excellent Fundamental Abilities of the Dharma Board Corporate Governance and Effectiveness which is a guideline for the development of education and other resources that applies the ability of good governance to be applied to the work of the committee or team Educational governance for maximum effectiveness
7.3 Governance Accountability Competency	<ol style="list-style-type: none"> 1. Determine steps to improve education 2. Determine the indicators of the improvement process. 3. Develop knowledge and specific skills 4. Responsible Board 5. Lead to create a culture of responsibility 	Ability to demonstrate governance responsibility for educational standards and financial performance to assign the main duties to persons holding positions at various levels improve results Create clear expectations ensuring accountability including considering the performance results and the use of educational budgets
7.4 Governance Operation Competency	<ol style="list-style-type: none"> 1. Determine the process of change 2. Create a vision of change 3. Decide on operational options 	Ability to define visions, strategies, operational processes and good governance with the overall efficiency of the board Assigning the Governance

	<p>4. Process design</p> <p>5. Create a working group on good governance</p>	<p>Working Group Governance System Audit Identifying alternatives to improve board performance To prepare for and accept a successful transition to an organization's competency-based practice or model.</p>
7.5 Governance Core Competencies	<p>1. Set standards for success</p> <p>2. Driven action</p> <p>3. Develop strategic leadership</p> <p>4. Develop talented people</p> <p>5. Show leadership of the team.</p>	<p>Ability to demonstrate competence in government governance principles awareness seek guidelines set standards for success Participate in driving the implementation of good governance and change by developing strategic leadership Develop talents as advisors to the board and the organization and leading outstanding corporate-wide operations teams.</p>

COMPETENCIES 7-1 : Governance Personal Attribute Competency		
<p>Definition: competence according to the characteristics and responsibilities of a person in the principle of good governance to recognize and promote diversity and inclusion Understand the impact of effective governance on educational quality and outcomes for children and youth who receive educational services at all levels</p>		
Key Element	<p>1. Explain the policy of the education policy</p> <p>2. Identify alternatives that achieve goals</p> <p>3. Dedicate time to building good governance</p>	<p>4. Appreciate innovation</p> <p>5. Develop leadership</p>
Proficiency Levels	Behavioral Indicators	
1-Foundation	<p>-Learn and explain the essence of national education policy and local education context</p> <p>-Think strategically and contribute to the development of the strategy of corporate responsibility.</p>	
2-Intermediate	<p>-Make action plans and monitor progress towards strategic educational goals</p> <p>-Carry out policies and practices that are consistent with the culture, values and ethics of the organization.</p>	
3.Advance High	<p>-Identify alternatives and options that are most likely to achieve organizational goals and objectives.</p> <p>-Adhere to the principles of collective decision-making and stand firm in the decisions of the Board of Directors.-Dedicate your time, skills and knowledge to yourself and others. to create high-efficiency governance</p> <p>-Applied from the discussion of agreements to specific and measurable actions.</p>	
4-Professional	<p>-Listen to others and focus on building strong working relationships.</p> <p>-Realize the value of innovation and creativity for organizational development and success.</p>	
5-Superior	<p>-Evaluation, summarizing results, working together with stakeholders and partners</p> <p>-Lead to develop leadership, effective governance, empirical change</p>	

COMPETENCIES 7-2 : Competency-Based Governance		
<p>Definition: the ability to integrate experiences, knowledge, skills, attitudes, values and beliefs that are fundamental The competence of the Governance and Organizational Effectiveness Committee Governance and guidelines for the development of education and other resources Apply to the work of the board or the educational governance team for maximum effectiveness.</p>		
Key Element	1. Identify core competencies 2. Establish a good governance team 3. Assess the ability of good governance	4. Develop competency governance team 5. Develop leadership and good governance
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Learn and explain the key principles of good governance for educational competence -Identify the core competencies of the Governance Committee and the organizational performance.	
2-Intermediate	-Determine guidelines for applying good governance competence to develop educational resources and so on. -Establish a good governance team capable and efficient in conducting educational development work.	
3.Advance High	-Identify tools and resources for the implementation of the Competency Governance Team. -Analyze and assess the good governance of organization members and work groups -Use the Good Governance Competency Assessment Framework to recruit program-project implementation leaders. -Check the performance of the Board of Directors or competent supervisory team	
4-Professional	-Develop skills of other committees to become members of the Corporate Governance, Competence and Effectiveness Committee. -Seek strategies or development elements for a highly competent governance team.	
5-Superior	-Assessing the challenges facing and implementing positive approaches to managing changing education -Develop collaborative leadership and the ability to manage empirical change dynamics	

COMPETENCIES 7-3 : Governance Accountability Competency		
<p>Definition: The ability to demonstrate good governance for educational performance standards and financial performance. to assign the main duties to the Board of Directors and persons holding positions at various levels improve results Create clear expectations ensuring accountability including considering the performance results and the use of educational budgets</p>		
Key Element	1. Determine steps to improve education 2. Determine the indicators of the improvement process. 3. Develop knowledge and specific skills	4. Appoint the responsible committee 5. Lead to create a culture of responsibility
Proficiency Levels	Behavioral Indicators	

1-Foundation	-Learn and explain key principles driving force and the cycle of improvement in education -Determine the process steps to improve education and operational results
2-Intermediate	-Determine the indicators of the educational improvement process and the intended outcomes. -Analyze and interpret data to assess the performance of the responsible group's governance
3.Advance High	-Analyze improvement progress and achievement data with evidence from various sources. -develop knowledge Specific skills to be able to track improvements in organizational performance -Building confidence in the organization's financial policies and procedures and efficiency -Ensure that there is a board or executive overseeing accountability and efficiency.
4-Professional	-Listen and accept responsibility for your own work and those assigned to others. -Consulting, guiding others, developing appropriate and effective responsibility improvements
5-Superior	-Assess the impact of policy directions, problems and responsibilities of the governance project leaders -Leadership in building a strong culture of responsibility throughout the organization as an empirical role model

COMPETENCIES 7-4: Governance Operation Competency		
<p>Definition: the ability to define visions, strategies, operational processes, and good governance with the overall efficiency of the board Assigning the Governance Working Group Governance System Audit Identifying alternatives to improve board performance To prepare for and accept the transition to a practice or model based on the ability of the organization.</p>		
Key Element	1. Create a vision of change 2. Determine the process of change 3. Decide on operational options	4. Process design 5. Create a working group on good governance
Proficiency Levels	Behavioral Indicators	
1-Foundation	-Learn and explain the principles of good governance and competency -Create a vision of change to practice guidelines or competency governance model.	
2-Intermediate	-Determine the process steps for the transition to a practice or competency-based model. -Identify obstacles to face in order to recognize resistance and consider ways to eliminate impacts.	
3.Advance High	-Analyze and understand the individual landscapes contributing to change efforts -Convey a vision and positive impact that adds value and a good life to members of the organization. -Deciding alternatives to continue good governance according to the changing leadership's judgment -Examine the reasons why the organization wants to switch to a competence-based committee.	
4-Professional	-Identify primary leaders, help refine visions, develop strategies and change processes. -Design strategic, rigorous, inclusive thinking processes to achieve change	
5-Superior	-Create a governance task force that engages with critics and advocates of change. -Use empirical communication strategies to show the intention of good governance practices to change the organization	

COMPETENCIES 7-5 : Governance Core Competencies	
<p>Definition showing competence in the principles of good governance in the government sector awareness seek guidelines set standards for success Participate in driving the implementation of good governance and change by developing strategic leadership Develop talent to advise the board, the organization, and lead outstanding corporate-wide operations teams.</p>	
<p>Key Element</p>	<p>1. Set standards for success 2. Driven action 3. Develop strategic leadership</p> <p>4. Develop talented people 5. Show leadership of the team.</p>
<p>Proficiency Levels</p>	<p>Behavioral Indicators</p>
<p>1-Foundation</p>	<p>-Recognize and describe the factors driving or hindering organizational satisfaction and efficiency. -Seek information on situations, problems, opportunities, and promote the implementation of best practices.</p>
<p>2-Intermediate</p>	<p>-Set standards for success, communicate, make decisions, select goals, inputs and outcomes. -Community Orientation Sponsors are involved in moving the important part forward.</p>
<p>3.Advance High</p>	<p>-Establish long-term corporate strategy with vision and future direction in line with the environment -Develop strategic leadership, change initiatives, focus on changing goals and values. -Build cooperation to promote relationships with highly effective committees and corporate teams -Think innovative paradigm shift promote the behavior of creating new clear ideas</p>
<p>4-Professional</p>	<p>-Show conceptual potential developed to deal with complexity Solve problems and expand knowledge -Develop talented people who have succession as coaches and advisors to the board and the organization.</p>
<p>5-Superior</p>	<p>-Evaluate the organization to create value and show professionalism in response to educational service recipients. -Demonstrate leadership of an organization-wide operational team that is outstandingly recognized in the education industry.</p>