

# PROFESSIONAL COMPETENCES *for* PRIMARY AND SECONDARY SCHOOL DIRECTORS





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COMPETENCES  
*For* PRIMARY  
AND SECONDARY  
SCHOOL DIRECTORS**

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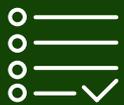
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# INTRODUCTION

The professional competencies for school directors are a result of the activities for promotion of the professional and career development system of educational staff in the Republic of Macedonia. They have been rendered compliant with the professional competences and standards for teachers and student support services (psychologist/pedagogue/special education teacher, etc.). Similar documents from other countries were taken into consideration in the process of their development. This document has been developed by a working group consisting of advisers from the State Examination Centre, representatives from the Ministry of Education and Science, directors of primary and secondary schools, university professors and education experts.

The professional competences for school directors define the values, knowledge and skills that directors of primary and secondary schools should possess in order to successfully perform their function. General competencies necessary for one's successful performance in the 21st century are not specifically emphasized since it is assumed that they have already been adopted to a level which allows their effective use in one's daily work, thus enabling the successful management of the school.

The competence development was guided by the following commitments:

- 1) Definition of generic competences – competences that the candidate for the position of a school director is expected to possess after attending the training and successfully passing the School Directors's Exam.
- 2) Consideration of overall efforts - competencies which refer to the overall professional engagement of the director in the school and in cooperation with the local community.
- 3) Respect for the educational context in the Republic of Macedonia - the structure of competences arose from the understanding of the managerial role of the school director, findings on the situation in the field of education, as well as experiences from directors' training.

The competences can be used for:

- Definition of the content of the basic and advanced training for candidates for the director's position and setting standards for the School Director's Exam.
- Planning of professional development of school directors.
- Reflection on their own efficiency and effectiveness.
- Development of competences for school directors skills in student dormitories and pre-school institutions.
- Clear definition of the school director's tasks and responsibilities, and
- Information on and recognition of the school director's role in the school.

# STRUCTURE OF THE PROFESSIONAL COMPETENCES FOR SCHOOL DIRECTORS DOCUMENT

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The complex functions performed by the director are reflected in the structure of the document, which is composed of two parts:

**PROFESSIONAL VALUES** - This section presents the professional principles and values which guide school directors in their work and are manifested in all aspects of their performance.

**PROFESSIONAL KNOWLEDGE, SKILLS AND EXAMPLES OF PROFESSIONAL PRACTICE** - This section presents the knowledge and skills which school directors should possess, as well as examples of professional practice in which they manifest themselves. At the end of each area, potential evidence of possession of competences is given.

## I. PROFESSIONAL VALUES

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### PROFESSIONALISM AND WORK ETHICS

The school director knows what makes a school effective and is guided by the principle of professionalism, putting the interests of the school, or its mission and vision, above all other interests, even if that means taking the hard way. The school director has high expectations of him/herself and others and sets high performance standards, including also one's behavior, which should be in line with professional codes of conduct. He/she believes he/she is the one who has to make the greatest contribution to the school in dealing with the challenges to which it is exposed on a daily basis and to support staff in achieving set objectives. The school director cares of the impression that the environment has of him/herself and the school.

### THE STUDENT MATTERS THE MOST

The school director is committed to working in the interests of students and puts their learning and wellbeing first. He/she believes that the school can make a contribution to the full development of student potential and he works on the accomplishment of that objective in a dedicated manner. He/she believes that students are willing to learn and that students who are interested, motivated, self-confident and accepted by the school staff and fellow students can achieve high results. The school director strives to organize the work at the school so that all students feel welcome. By founding his/her own work and the work of others on respect for human rights, and by being aware of the diversities among students and their parents, the school director advocates for them to be accepted and respected by the entire school staff. He/she believes in the importance of respecting conventions and other documents on human rights, children's right, non-discrimination and the principles of social justice. Adherence to them is seen by him/her as a way to transform the school into a better place for learning for all.

## INITIATIVE-RAISING AND CONTINUOUS DEVELOPMENT

The school director believes that changes in society should be accompanied by changes in schools, and that is why he/she works on the constant improvement of the life and work at the school. He/she is guided by the principle that changes start from the individual, and sees him/herself as an initiator of change. In the work, he/she strives to be more directed towards the vision of modern teaching and learning in the 21st century, rather towards focusing on current weaknesses. Thus, he/she is dedicated to his/her own professional development and the professional staff training for introducing innovations in the work.

## TRUST AND RESPECT

The school director builds a culture of trust and mutual respect of staff, students, parents and the wider community. He/she believes that cooperation between the staff members at the school is crucial for student achievements and seeks to raise it to a high level. He/she is sensitive to the needs of others and works on turning the school into an environment in which everyone will feel good. He/she is dedicated to the work and motivate others to work respecting their specific traits and specific needs, thus trying to help them overcome the challenges they face. He/she treats everybody in a friendly manner, but also retains the necessary professional distance.

## ACCOUNTABILITY

The school director is guided by the principle of responsibility in his/her performance. He/she is considered responsible for his/her actions and decisions. He/she exhibits transparency and integrity in the work. The accountability of the school director and the staff is more than just compliance with the legislation, because without it, the school can not reach its potential and contribute to the development of the community. He/she believes that through his/her professional and personal integrity, high ethical values and behavior, he/she promotes the profession and contributes to the creation of a positive public perception of it.

## II. PROFESSIONAL KNOWLEDGE, SKILLS AND EXAMPLES OF PROFESSIONAL PRACTICE

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The catalogue competences are grouped in the following areas and subareas:

### 1. LEADERSHIP

- 1.1. Strategic leadership
- 1.2. School climate and culture
- 1.3. Cooperation with parents and the community

### 2. HUMAN RESOURCE MANAGEMENT

- 2.1. Communication and public relations
- 2.2. Promotion of interpersonal relationships
- 2.3. Professional and career development
- 2.4. Provision of staff, job orientation and work engagement

### 3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE

- 3.1. Planning
- 3.2. Teaching and learning support
- 3.3. Provision of quality (evaluation, self-evaluation and development)
- 3.4. Creation of a healthy, safe and democratic environment for learning and student development

### 4. FINANCIAL MANAGEMENT

- 4.1. Management of financial resources
- 4.2. Management of material resources

### 5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL

- 5.1. Application of laws and by laws
- 5.2. Development and application of internal regulations and documentation
- 5.3. Management of administrative processes
- 5.4. Application of information systems in the school





# **1. LEADERSHIP**

**1.1. STRATEGIC  
LEADERSHIP**

**1.2. SCHOOL  
CLIMATE  
AND CULTURE**

**1.3. COOPERATION  
WITH PARENTS  
AND THE  
COMMUNITY**



# 1. LEADERSHIP

## Subarea: STRATEGIC LEADERSHIP

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows national and local educational policies as well as global educational trends.</li><li>- Knows ways of building, sharing and realizing the common vision for the school's development.</li><li>- Knows and understands the meaning of effective leadership.</li><li>- Knows modern theory and practice of leadership.</li><li>- Knows the characteristics of a good leader.</li><li>- Understands the importance of cooperation with the School Board and other school bodies.</li></ul>	<ul style="list-style-type: none"><li>- Strategic thinking and creation of a vision for the school's development based on knowledge of the best national and world practices.</li><li>- Application of adequate school management styles.</li><li>- Identifying, supporting and developing leadership skills and teamwork among others.</li><li>- Ensuring cooperation with school bodies.</li><li>- Rendering the management of the school compliant with the school's developmental priorities.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Ensures that the vision of the school is clearly defined, known and accepted, and that its implementation includes everyone.
- In cooperation with the staff, works on translating the vision into objectives and operational plans aimed at mission accomplishment.
- The vision and values are reflected in everyday practice.
- Has an impact on school staff to represent accepted values in the school, the environment and beyond.
- Selects and applies styles of leadership depending on the given situation.
- Ensures that the basic principals of managing the school are operationalized in adequate procedures.
- Invests in the development of the identified leaders, establishes teams, provides them with resources, authority and responsibilities and allows them freedom of action.
- Has continuous cooperation with school bodies.

# 1. LEADERSHIP

## Subarea: SCHOOL CLIMATE AND CULTURE

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows and recognizes the values and principles of good organizational culture.</li><li>- Knows the importance and the role of the school director for the development of organizational culture.</li><li>- Has knowledge and understanding of organizational culture design and management.</li><li>- Knows relevant codes of ethics.</li><li>- Knows and recognises the values and principles of a positive school climate.</li><li>- Knows the importance and the role of the school director for the development of the school climate.</li><li>- Has knowledge and understanding of the importance and ways of ensuring a stimulating atmosphere in the school.</li></ul>	<ul style="list-style-type: none"><li>- Fostering and stimulating positive values (placing the student in the centre of the overall operation of the school, inclusiveness and equal opportunities for provision of quality education for all students, multiculturalism and interethnic integration in education, teamwork, creativity, innovation, high expectations, etc.).</li><li>- Fostering ethical values.</li><li>- Creating an empathic, safe, caring and healthy school environment.</li><li>- Creating and stimulating a positive atmosphere in all segments of the school's operation.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Establish mechanisms for teacher and student support, thus contributing to their high achievements.
- Undertakes activities to maintain a consistently inspiring atmosphere in the school and builds a positive climate of acceptance and respect for all.
- Establishes a system that ensures that all students feel safe and accepted at the school, including students with special educational needs.
- Promote the values of the school in front of staff, students and parents.
- Establishes procedures that ensure a culture of transparency and accountability.
- Sets high and achievable expectations for students and staff.
- Establishes solid horizontal and vertical cooperation (inside the existing subject teacher expert bodies and between the different subject teacher expert bodies, as well as of other bodies).
- Ensures a principle of open doors for cooperation with teachers, parents, the local community, the business sector, etc.
- Supports the implementation of programs of student organizations, as well as extracurricular student activities.
- Acts in accordance with ethical principles and norms given in codes of ethics.
- Supports and ensures that staff, students and parents act according to ethical principles and values.
- Provides conditions for implementation of activities in the field of inclusion, multiculturalism, interethnic integration, environmental studies, etc.
- At all times keeps a close eye on the mutual relations among staff and undertakes measures to improve the school climate and culture.
- Is informed of the vulnerable categories of students at school level (emotionally vulnerable, socially vulnerable, economically vulnerable and other types of vulnerable students) and their families and ensures that they are accepted.
- Encourages and supports students, staff and parents to care for the progress and development of the school, the environment and each other.

# 1. LEADERSHIP

## Subarea: COOPERATION WITH PARENTS AND THE COMMUNITY

THE SCHOOL DIRECTOR...



A.	PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B.	PROFESSIONAL ABILITIES AND SKILLS FOR:
	<ul style="list-style-type: none"> <li>- Understands the interrelationship between the school and the local community.</li> <li>- Knows ways of cooperation with the local community and possibilities for its participation in the life of the school.</li> <li>- Understands the importance and knows the possibilities of cooperation with the public, the business community and civil society.</li> <li>- Understands the importance of current youth programs.</li> <li>- Understands the importance of cooperation with professional institutions.</li> <li>- Knows the activities of the institutions relevant for the work of the school.</li> <li>- Understands the potential of collaborative learning.</li> <li>- Understands the importance and role of the family for the development of the student.</li> <li>- Knows different forms and strategies of cooperation aimed at including the family in the life of the school.</li> </ul>		<ul style="list-style-type: none"> <li>- In the work of the school taking into account the social and local circumstances/situations and the opportunities to obtain school support.</li> <li>- Making a contribution so that the values of the cultures in the community are reflected in all aspects of the school's operation.</li> <li>- Promoting the school in the local community.</li> <li>- Establishing a network of cooperation with external organizations and institutions.</li> <li>- Identifying and proposing areas for mutual cooperation with organizations in the community.</li> <li>- Developing and using appropriate forms of cooperation with professional institutions.</li> <li>- Promoting professionalism, trust and respect in building partnerships with professional institutions.</li> <li>- Supporting and devising forms and contents of inter-school cooperation in the local community.</li> <li>- Identifying relevant institutions for cooperation in certain areas.</li> <li>- Promoting trust and understanding for building partnerships with families.</li> <li>- Creating strategies for cooperation with families to support the development and achievements of students.</li> <li>- Using various forms of cooperation with families.</li> </ul>





## EXAMPLES OF PROFESSIONAL PRACTICE

- Participates in the planning, implementation and monitoring of activities between the school and the community which are aimed at improving student achievements (lesson observation, implementation of curricular and extracurricular activities).
- Informs the community about the needs of the school and provides support.
- Cooperates with the local community in dealing with crisis situations affecting the school and the local community (disasters, epidemics, violence, crime, etc.).
- Organizes co-operation with parents and the community by establishing various bodies to address certain ongoing matters.
- Participates in planning, implementation and monitoring of activities that promote intercultural education.
- Presents the work of the school and promotes it through achievements of students and teachers.
- Gets involved in the organization and implementation of preventive, humanitarian and cultural activities of the local community.
- Cooperates with the community with the objective of ensuring that all children receive education.
- Cooperates with the civil society and encourages the active involvement of staff and students in projects of interest for the community and the school.
- Provides opportunities for students to enrich their knowledge and experience through cooperation in public sector, business sector and the civil society.
- Promotes and accepts volunteer involvement in the school and volunteering of students and staff in the community.
- Has cooperation with relevant agencies for youth protection and support.
- Cooperates with relevant institutions/agencies in the educational sphere (MoES, BDE, VET Center, SEC, SEI and others).
- Cooperates with educational institutions in and outside of the country.
- Encourages employees and provides conditions for cooperation with other schools.
- Encourages interschool cooperation and ensures cooperation with other schools with different languages of instruction.
- Establishes effective mechanisms for communication and continuous improvement of cooperation with families.
- Cooperates with the Parents' Council in order to ensure greater parental involvement in the life and work of the school.
- Has established mechanisms for receiving regular feedback from families with the objective of improving the quality of teaching.
- Plans and enables involvement of parents in certain segments of the educational process (health care, respect and acceptance of differences, interethnic integration, professional orientation, public and cultural activities, entrepreneurship, etc.).

## 1. LEADERSHIP – POTENTIAL EVIDENCE FOR POSSESSING COMPETENCES

- Annual Work Program of the school director.
- Analyses of strategic documents for the work of the school (development programs, protocols/rules of procedures, work programs of separate school bodies).
- Analyses of reports on school work (self-evaluation, reports from BDE, the VET Center, SEI, minutes of meetings of subject teachers' expert bodies, annual and semi-annual reports, data on professional development, etc.).
- Praise, acknowledgement and awards for employees or students.
- Video records, projects implemented at school level, additional assignments of teachers in the school and outside of school, etc.
- Great interest for student enrollment, data on student drop out rate and student progress.
- Features of the school (school logo, flag, anthem, etc.), and
- Materials and events for school's promotion, reports and notes of activities with parents.





# 2. HUMAN RESOURCE MANAGEMENT

2.1. COMMUNICATION AND PUBLIC RELATIONS

2.2. PROMOTION OF INTERPERSONAL RELATIONSHIPS

2.3. PROFESSIONAL AND CAREER DEVELOPMENT

2.4. PROVISION OF STAFF, JOB ORIENTATION AND WORK ENGAGEMENT





## 2. HUMAN RESOURCE MANAGEMENT

### Subarea: COMMUNICATION AND PUBLIC RELATIONS

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"> <li>- Knows and understands the characteristics of successful communication.</li> <li>- Knows communication techniques to address complex situations.</li> <li>- Knows the rules for holding meetings.</li> <li>- Knows the importance of public relations in building the school's reputation/image.</li> <li>- Is familiar with the specifics of public relations at different levels and with the use of different techniques (interviews, presentations, press conferences, speech).</li> <li>- Knows and understands the power of the media in presenting activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Active listening and receiving ideas and information from individuals and groups.</li> <li>- Clearly and unambiguously conveying ideas and information.</li> <li>- Adapting the approach in one's communication and in maintaining positive and honest relations with others.</li> <li>- Communicating in complex situations.</li> <li>- Organizing and conducting meetings.</li> <li>- Making a contribution to the building and maintaining of the school's reputation.</li> <li>- Successful self-presentation and presentation of the school that he/she represents.</li> <li>- Using different media and ways of presentation in accordance with the given purpose and situation.</li> </ul>



### EXAMPLES OF PROFESSIONAL PRACTICE

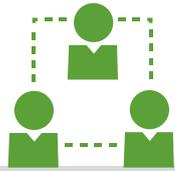


- Establishes a PR (public relations) team and develops an action plan and a program for presentation of the school and public relations (envisaging which teachers will be involved, sub-teams for various activities, a spokesman, etc.).
- Establishes and maintain a clear system of communication in the school and with the environment.
- Communicates with employees continuously and directly, both in written and electronic form.
- Creates and maintains positive relationships with staff, parents, students and other stakeholders.
- Actively listen to and respects views, opinions and interests of others.
- Uses different types and approaches in formal and informal communication.
- Is a positive model for staff as far as the use of communication skills is concerned.
- Follows the communication in the school and provides feedback.
- Has established mechanisms for receiving feedback from staff, students and parents.
- Adapts his/her manner of communicating in order to resolve misunderstandings.
- Plans meetings and timely informs participants.
- In planning meetings, takes into account the opinions of others.
- Constructive guides discussion during meetings; draws relevant conclusions from discussions.
- Has a strategy for building and maintaining the school's reputation.
- Has a plan for attracting more students as a result of the quality of staff and teaching at the school.
- Follows the student drop-outs and builds a strategy aimed at the decrease of the drop-out rate in the school.
- Encourages employees to get involved in activities for presentation of the school.
- Prepares a strategy for presentation of the school to the public.
- Plans PR activities as part of the Annual Work Program.

## 2. HUMAN RESOURCE MANAGEMENT

### Subarea: PROMOTION OF INTERPERSONAL RELATIONSHIPS

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows the factors that have an impact on conflict occurrence.</li><li>- Knows ways of effective prevention and resolution of conflicts.</li><li>- Knows the role and importance of motivation and self-motivation.</li><li>- Knows different means of motivation (reward, punishment, feedback, etc.).</li><li>- Knows which personality traits are required for working in various positions.</li></ul>	<ul style="list-style-type: none"><li>- Identifying the causes of specific conflicts (stereotypes and prejudices, rigid attitudes, poor communication and etc.).</li><li>- Using different methods to resolve conflicts (collaborative versus competitive negotiation, mediation, etc.).</li><li>- Fostering fair and honest relations and mutual respect.</li><li>- Accepting ideas different from his/her own and using them for the purpose of making the right decisions.</li><li>- Respecting shared organizational values.</li><li>- Establishing a team to deal with crisis situations.</li><li>- Identifying professional and individual needs and interests of employees.</li><li>- Providing motivational feedback.</li><li>- Using different motivation techniques.</li><li>- Recognizing individual personality traits and abilities of employees and delegating responsibilities.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Uses a clear approach for the development of interpersonal relationships and conflict resolution.
- Applies different methods and techniques for negotiation and mediation in conflict resolution.
- Assists in conflict resolution and builds good interpersonal relationships.
- In task allocation, takes care of the interests of employees.
- Provides advice and constructive suggestions that motivate employees to get further engaged.
- In communication and work organization, takes into account the needs of employees.
- Establishes procedures and criteria for acknowledging staff achievements/employee recognition.
- Applies adequate motivation techniques depending on the situation and actors involved.
- Work productivity (professional portfolio as evidence).
- Climate and culture that support the involvement of staff in making decisions, setting goals and making changes.

## 2. HUMAN RESOURCE MANAGEMENT

### Subarea: PROFESSIONAL AND CAREER DEVELOPMENT

THE SCHOOL DIRECTOR...



A.	PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B.	PROFESSIONAL ABILITIES AND SKILLS FOR:
	<ul style="list-style-type: none"> <li>- Understands the complexity of the school director's position.</li> <li>- Knows the school school director's professional competences.</li> <li>- Understands the philosophy of lifelong learning.</li> <li>- Is familiar with novelties in the field of education.</li> <li>- Is informed of professional events in education.</li> <li>- Understands the importance of continuing professional development of teachers and its essence.</li> <li>- Knows the characteristics of good professional development systems at school level.</li> <li>- Understands the importance of monitoring and evaluation of staff performance for their professional development.</li> <li>- Understands the importance of self-evaluation for the planning of professional development.</li> <li>- Knows the possibilities and benefits of participation in learning communities.</li> <li>- Knows how to promote professional cooperation of teachers in schools with different languages of instruction.</li> </ul>		<ul style="list-style-type: none"> <li>- Identifying needs for professional development based on self-evaluation of his/her own practice.</li> <li>- Transferring his/her personal lifelong learning model to the school staff.</li> <li>- Supplementing and upgrading the knowledge and skills with continuing trainings.</li> <li>- Supporting professional development and nurturing a lifelong learning climate.</li> <li>- Preparing and implementing the Annual Plan for Professional Development of staff.</li> <li>- Using internal potential and resources for professional development.</li> <li>- Establishing a system for performance monitoring and evaluation.</li> <li>- Using the results of the evaluation and self-evaluation for professional development of staff.</li> <li>- Cooperation with the wider community.</li> <li>- Promotion of the school's involvement in networks for collaboration and learning.</li> </ul>





## EXAMPLES OF PROFESSIONAL PRACTICE

- Conducts an analysis of the effectiveness of his/her own performance and prepares a personal plan for professional development.
- Consults reference literature and information relevant to education.
- Implements changes and innovations in the educational system and assesses their effectiveness.
- Participates in various forms of professional development.
- Participates in various activities of professional associations, social networks and forums in order to improve his/her own performance.
- Establishes a system for internal professional development of staff (lectures, workshops, etc.).
- Ensures transparent and equitable distribution of resources and professional development opportunities.
- Manages the activities envisaged in the Annual Plan for Professional Development.
- Identifies and provides the resources required for the implementation of the Plan for Professional Development.
- Plans and provides conditions for realization of the professional development of staff.
- Participates in identifying school priorities during the development of the school's Plan for Professional Development and monitors its implementation.
- Transparently sets high achievable standards for high quality performance and staff achievements.
- Meets the individual professional development needs in accordance with the school's possibilities.
- Uses various performance evaluation tools.
- Uses the capabilities of those employees who have acquired a higher title (mentor or advisor) for further professional development of staff.
- The school is open for partnership with different institutions at national, regional and international level, he/she participates in projects, study visits and exchange of opinions and experiences.

## 2. HUMAN RESOURCE MANAGEMENT

### Subarea: PROVISION OF STAFF, JOB ORIENTATION AND WORK ENGAGEMENT

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows the ways of successful accomplishment of the strategic aims of the organization.</li><li>- Knows the characteristics required for various work positions.</li><li>- Understands the need for solid job orientation and development of new staff.</li><li>- Knows the models and principles of a good school organization.</li><li>- Knows the potential and benefits of teamwork.</li><li>- Knows strategies for promotion of individual and team work.</li></ul>	<ul style="list-style-type: none"><li>- Proper planning of staff.</li><li>- Selection of adequate personnel.</li><li>- Delegation of responsibilities and management of staff.</li><li>- Provision of a stable environment that supports the development of new staff.</li><li>- Appropriate use and development of staff potential.</li><li>- Fair distribution of work among employees.</li><li>- Promotiion of teamwork.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Plans staffing in cooperation with the responsible institutions.
- Conducts employment interviews with potential candidates.
- Provides professional and competent staff.
- Prepares a plan and a program for job orientation and ensures its implementation.
- Has developed a system for support of newly employed staff.
- Monitors and supports the implementation of the plan and program for job orientation.
- Ensures that curricular and extracurricular activities are in line with the capacities and interests of employees to achieve the school vision and goals.
- Transparently prepares a plan for work distribution (task allocation) among employees.
- Recognizes and rewards individual achievements.
- Continuously monitors the work of all employees and provides adequate support and development.
- Establishes teams, provides adequate support, monitors their work and performs evaluation of results achieved.

## 2. HUMAN RESOURCE MANAGEMENT - POTENTIAL EVIDENCE ON POSSESSING COMPETENCES

- Documents on professional and career development (professional development plan and program, personal plans for professional development, procedures, internal regulations, professional file).
  - Report on the Work of the School (concerning achievements, reports from conducted trainings, work of professional bodies, etc.).
  - Website and school brochures.
  - Codes of conduct at the school (for students, teachers, parents, student support services, assessment, etc.).
  - Tools for evaluation of the performance of teaching staff and student support services.
  - Recognition of success (public praise, certificates of acknowledgement, etc.).
  - Developed internal legal acts on rewards and punishments of staff and students, etc. and
  - Public Relations (PR) Program; records on the school director's professional development (attendance of congresses, symposia, seminars, panel discussions, etc.).
-





# **3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE**

**3.1. PLANNING**

**3.2. TEACHING AND LEARNING SUPPORT**

**3.3. PROVISION OF QUALITY (EVALUATION, SELF-EVALUATION AND DEVELOPMENT)**

**3.4. CREATION OF A HEALTHY, SAFE AND DEMOCRATIC ENVIRONMENT FOR LEARNING AND STUDENT DEVELOPMENT**

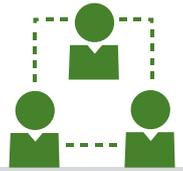




### 3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE

#### Subarea: PLANNING

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"> <li>- Knows the program documents pertaining to the subsystem of education in which he/she works.</li> <li>- Knows the current approaches, programs and projects in the field of education.</li> <li>- Knows the modern educational trends in other countries.</li> <li>- Knows the social and local context in which the school operates.</li> <li>- Knows the stages of preparation and the structure of planning at school level (Development Plan and Annual Program) and in his/her own work.</li> <li>- Knows ways of promoting the values of learning</li> </ul>	<ul style="list-style-type: none"> <li>- Using strategies for improvement and development of the school.</li> <li>- Creating a mission and vision and setting objective and attainable goals and priorities for the development of the school;</li> <li>- Using the results of external and internal evaluations in the planning of educational work.</li> <li>- Organizing the work aimed at the preparation of the Developmental Plan and Annual Program.</li> <li>- Preparing individual plans for one's own work.</li> <li>- Different ways of promoting plans and programs for the work of the school.</li> </ul>



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Establishes a system for including staff proposals in the planning of the work of the school.
- Guides the process of developing different types of school plans and ensures the inclusion of current approaches, programs and projects (on life skills, multiculturalism, interethnic integration in education, environment, etc.).
- Prepares and uses data analyses from self-evaluation, external assessments and evaluations (SEI, projects, etc.).
- Establishes working teams, participates and monitors the preparation of the Development Plan and the Annual Work Program of the school.
- Prepares annual, operational and weekly plans for their own work.
- Reviews work programs (short, medium and long term).
- Presents the annual and development plans before the school bodies and the local community.
- Initiates, coordinates and guides activities aimed at introducing innovations in teaching.

### 3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE

Subarea: TEACHING AND LEARNING SUPPORT

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Understands the characteristics of good planning and the stages of various kinds of planning.</li><li>- Knows the methods and forms to encourage learning and student development.</li><li>- Understands the importance of monitoring and analysing lessons taught and knows the quality indicators for it.</li></ul>	<ul style="list-style-type: none"><li>- Providing conditions for implementing modern teaching.</li><li>- Providing guidance and critical review of lesson plans and preparations, as well as extracurricular activities.</li><li>- Creating conditions for improvement of teaching and extracurricular activities in accordance with the educational and other student needs.</li><li>- Supporting teachers in successfully linking students' needs with the objectives and methods of teaching and teaching outcomes.</li><li>- Monitoring and analysis of lessons/ activities and giving constructive feedback.</li></ul>



#### EXAMPLES OF PROFESSIONAL PRACTICE



- Establishes procedures for planning instruction (teaching) and extracurricular activities.
- Supports teachers in planning.
- Analyses the findings from the monitoring of various aspects of teaching (individualisation and differentiation of teaching, innovative approaches to teaching, the use of ICT, etc.), prepares reports and make suggestions for improvement.
- Provides conditions for implementation of curricular and extracurricular activities, thus achieving cross-curriculum objectives (related to life skills, entrepreneurship, multiculturalism, interethnic integration in education, environmental projects, etc.).
- Prepares and uses tools for monitoring of teaching (lesson plans, lessons taught).
- Observers lessons and gives feedback.

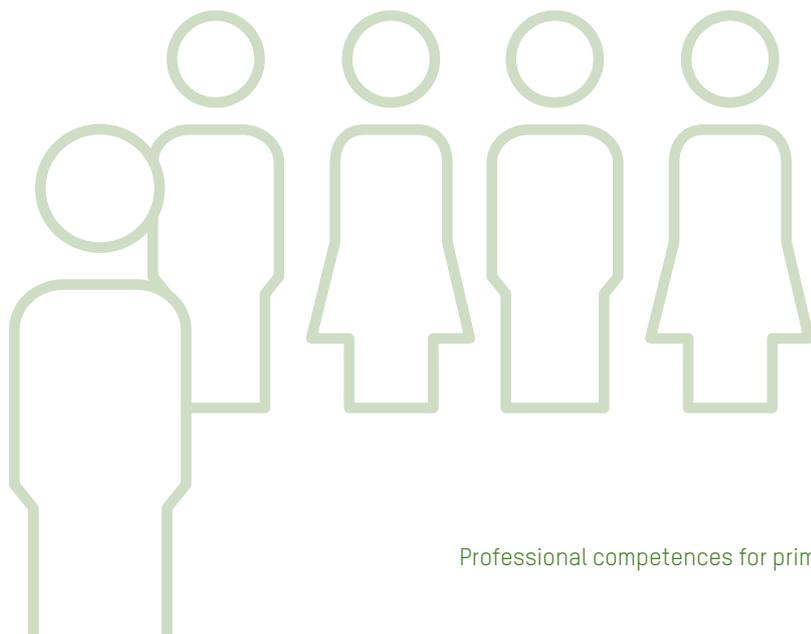
### 3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE

Subarea: PROVISION OF QUALITY (EVALUATION, SELF-EVALUATION AND DEVELOPMENT)

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"> <li>- Understands the importance and function of the evaluation of the process and the results of the school's performance.</li> <li>- Understands the functions of assessment, and the advantages and disadvantages of using various assessment techniques, methods and tools.</li> <li>- Understands the essence and functions of self-evaluation and knows adequate techniques, methods and instruments.</li> <li>- Knows the different types of monitoring and analysis of student achievement.</li> <li>- Understands the essence and function of advisory and instructive work.</li> <li>- Knows strategies for improvement of the quality of the educational process and student achievements.</li> <li>- Knows and understands the characteristics and potential of innovative approaches to teaching.</li> <li>- Understands the importance of having a systematic approach to quality assurance in the work of the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of indicators, tools and procedures for evaluating the school's performance.</li> <li>- Selecting /preparing and using various methods, techniques and tools for evaluating the work of teaching staff and student support services.</li> <li>- Promoting self-evaluation as the basis for improving performance, and selecting and using self-evaluation techniques and tools (for teachers, student support services, the school director).</li> <li>- Using analyses of student achievements (at school level, per year and grade) for the purpose of making educational improvements in the school.</li> <li>- Developing school policies for assessment with an emphasis on formative assessment.</li> <li>- Preparation and use of various forms of advisory and instructional work with teachers, students and parents.</li> <li>- Creation and implementation of internal policies to ensure quality of the educational process.</li> <li>- Promotion of innovative teaching strategies and evaluation of their effectiveness.</li> <li>- Establishing a system for monitoring, analysis and evaluation of the school's performance and taking measures for its improvement.</li> </ul>





## EXAMPLES OF PROFESSIONAL PRACTICE

- Monitors and evaluates the efficiency of the way the work is organised (lesson schedule, curricular and extracurricular activities, etc.).
- Monitors the effectiveness of the implementation of school curricula.
- Uses tools to evaluate the performance of teachers and professional student support services.
- Conducts self-evaluation of his/her own performance.
- Supports work planning based on self-evaluation.
- Participates in the assessment of tools and techniques for self-evaluation of the performance of teachers and professional student support services.
- Encourages and supports teachers to analyse student achievements (by subject /class /year), including the results of national and international measurements.
- Establishes a system for regular analyses of student achievements and their use.
- Promotes student achievements.
- Supports and evaluates the preparation of standards and assessment indicators.
- Gets engaged in discussions of advisory and instructional nature with teachers, students and parents.
- Establishes a school system for monitoring and provision of quality of the educational process and undertakes activities ensuring its functioning.
- Ensures exchange of good practices in innovative teaching within the school and with other schools, including the use of modern educational technology.
- Creates internal policies, procedures and tools for quality management and take actions for their implementation.
- Provides the necessary didactic aids, work materials, tools and other resources.



### 3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE

Subarea: CREATION OF A HEALTHY, SAFE AND DEMOCRATIC ENVIRONMENT FOR LEARNING AND STUDENT DEVELOPMENT

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"> <li>- Knows the principles of a safe and healthy environment and its benefits for quality learning and development.</li> <li>- Knows the mechanisms for dealing with cases of violence and discrimination on any ground.</li> <li>- Understands inclusive approach in the educational process and understands the needs of different groups of students.</li> <li>- Understands the multicultural approach in the educational process.</li> <li>- Knows the importance of the principles and mechanisms for student participation in making decisions of interest for their life in the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing and implementing policies and procedures for a safe and secure school environment.</li> <li>- Preparing plans and implementing safety procedures, including emergency procedures.</li> <li>- Implementing preventive safety activities.</li> <li>- Designing and implementing preventive activities ensuring the respect of student rights (in reference to safety, non-discrimination, etc.).</li> <li>- Creating conditions for respect/acknowledgement of individual differences and development of all students.</li> <li>- Encouraging activities of multiethnic and multicultural nature.</li> <li>- Ensuring free and constructive inclusion of students in the school's life.</li> </ul>



#### EXAMPLES OF PROFESSIONAL PRACTICE



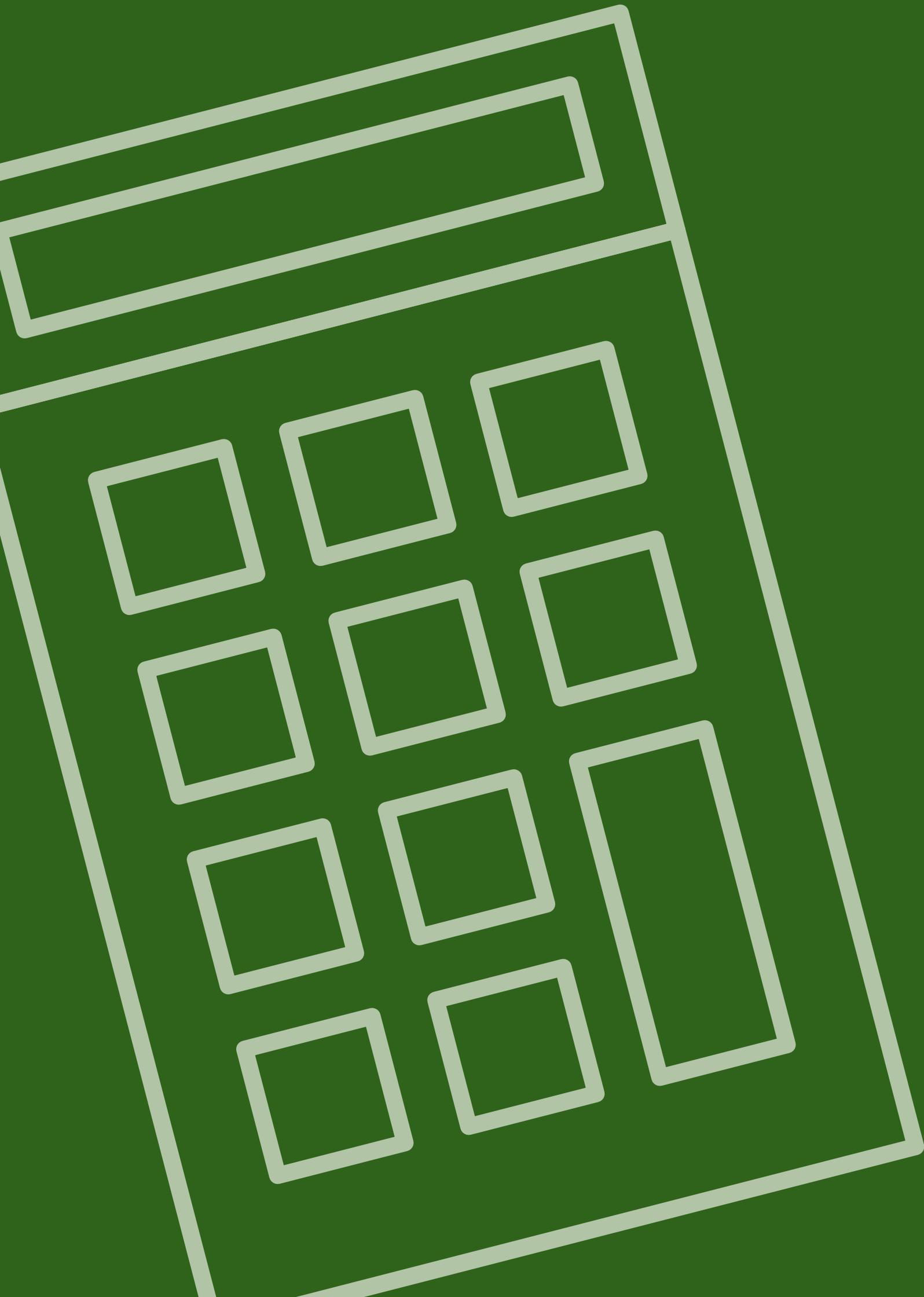
- Develops internal regulations for emergencies and provides staff training for addressing emergencies.
- Ensures the establishment and compliance with the rules of conduct at the school, including school safety.
- Provides and promotes care for the physical environment by everybody in the school (appearance, hygiene, etc.).
- Provides conditions for a safe environment and protection of students from violence and abuse.
- Establishes inclusive teams in the school.
- Develops policies for the inclusion and retention of students from vulnerable groups and students with special educational needs.
- Ensures implementation of various forms of additional classes for low performing students or exceptionally gifted/high performing students as well as mentoring or tutoring of students.
- Provides support to teachers for the development of individual educational plans for students with special educational needs.
- Provides that students from different ethnic backgrounds are involved in joint curricular and extracurricular activities at the school.
- Ensures activities aimed at getting acquainted with the cultures of the communities which live in the Republic of Macedonia.
- In schools with several languages of instruction, ensures joint work of professional groups and bodies.
- Ensures that the common school area reflects the multiethnic/multicultural character of the Republic of Macedonia.
- Creates conditions for inclusion of students in the school life and unimpeded functioning of student organizations.
- Ensures that the student community is inclusive (that it includes students of different sex, language of instruction, ethnicity, social status).

### 3. MANAGEMENT OF THE SCHOOL FROM A PEDAGOGICAL PERSPECTIVE - POTENTIAL EVIDENCE OF ONE POSSESSING COMPETENCES

- Book of Rules of the Student Body and minutes from Student Body minutes.
- Student records on pronounced pedagogical measures.
- The facility is organized according to the Regulation on Facilities and Equipment.
- Internal templates, protocols and tools for monitoring of the quality of the school's work.
- Action plans for school development.
- Reports on the work of the school (annual and periodic, integral evaluation reports, reports on student achievements, etc.).
- Reports on lesson observation.
- Pedagogical documentation (student files) and records.
- Records on students with special educational needs and their development.
- Tools for analysis of lesson preparation.
- Reports on hygiene control and students' health developed by competent authorities.
- Tools for monitoring the application of innovations in teaching.
- Reports from trainings implemented, and
- Decrees / decisions / documents relating to delegation of responsibilities and rights.







# **4. FINANCIAL MANAGEMENT**

**4.1. MANAGEMENT  
OF FINANCIAL  
RESOURCES**

**4.2. MANAGEMENT  
OF MATERIAL  
RESOURCES**



## 4. FINANCIAL MANAGEMENT

### Subarea: MANAGEMENT OF FINANCIAL RESOURCES

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Has knowledge of the budgets<sup>1</sup> which cover the primary and secondary education.</li><li>- Knows and understands the ways in which the primary and secondary education are funded.</li><li>- Knows the rights and obligations of the particular budget user.</li><li>- Knows what investment funds are and how are investment funds' resources used.</li><li>- Knows what a school's financial plan is.</li><li>- Has knowledge of the business operation of the school<sup>2</sup>.</li><li>- Knows and understands the public procurement procedures.</li><li>- Understands the structure of the final statements.</li><li>- Knows the financial operation regulations.</li><li>- Understands the importance of financial discipline.</li></ul>	<ul style="list-style-type: none"><li>- Use of the budget for the designated purposes in cooperation with the school bodies.</li><li>- Preparing reports for use of resources from different investment funds.</li><li>- Finding additional funding from various sources.</li><li>- Transparent planning and spending of the school budget.</li><li>- Cost-effective, timely and appropriate use of funds.</li><li>- Application of knowledge of business operations.</li><li>- Use of the electronic public procurement system.</li><li>- Reviewing the final statements.</li><li>- Ensuring that financial operations are in line with relevant regulations.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Finds possible sources of additional funding and undertakes activities for provision of additional funds for the school.
- Monitors the use of funds for the designated purposes in accordance with the approved budget of the school as a whole.
- Uses the budget for various purposes focused on improving the quality of teaching, learning and school development as a whole.
- Ensures that the budget is adopted in accordance with envisaged procedures.
- Develops mechanisms that can be used to acquire additional funding from various funds.
- The financial operation procedures are conducted in accordance with legislation.
- Informs the school bodies of the financial spending.
- Ensures timely fulfillment of business obligations.
- Makes public procurements in line with the law.
- Follows the public procurement procedures.
- Follows the legal amendments on public procurement.
- Provides conditions for transparent adoption of the financial statements.
- Continuously monitors the legality of financial operations.

<sup>1</sup> Budget of the Republic of Macedonia, budget of the municipality, school budget.

<sup>2</sup> Facilities, teaching aids and resources that the school disposes of.

## 4. FINANCIAL MANAGEMENT

### Subarea: MANAGEMENT OF MATERIAL RESOURCES

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"> <li>- Understands the importance of the material and technical conditions and knows the situation in the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessing procurement needs and setting procurement priorities.</li> <li>- Ensuring maximum utilization of material and technical resources<sup>3</sup>.</li> </ul>



#### EXAMPLES OF PROFESSIONAL PRACTICE



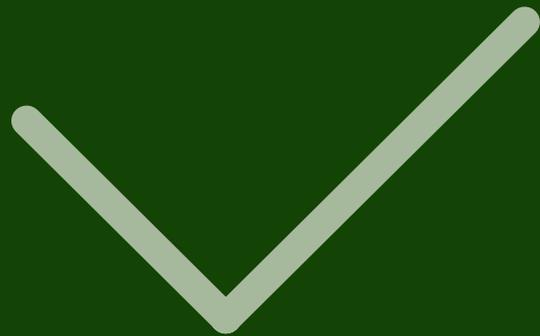
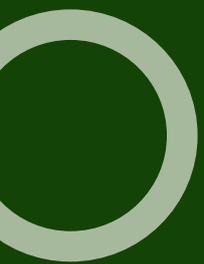
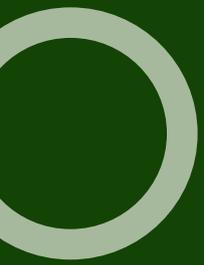
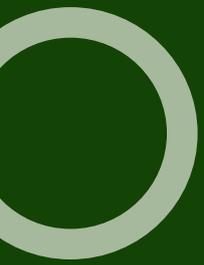
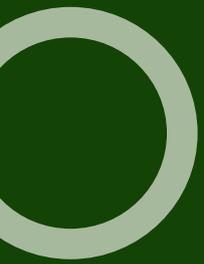
- Establishes a system for assessing needs and setting priorities and ensures its functioning.
- Prepares a plan and a schedule to maximize use of available facilities for teaching and extracurricular activities, according to students' needs.
- Plans and timely provides staff with the necessary material resources to conduct the daily work and ensures their rational use.
- Provides teaching aids and resources in accordance with the normative acts in all subjects.
- Ensures that the library / the media library is properly equipped and open for use for the students throughout the school day.
- Involves employees in budget planning and informs them of its allocation.

## 4. FINANCIAL MANAGEMENT - POTENTIAL EVIDENCE ON POSSESSING COMPETENCES

- Minutes/reports and decisions of the school.
- Concluded contracts, public procurement competitions.
- Offers.
- Minutes/reports and decisions of the school.
- Audit and Public Revenue Office minutes/reports.
- School documentation for purchasing relevant reference literature and teaching aids.
- Library records.
- Documentation on supplies and consumables.
- E-company register.
- Financial reports, inventory reports.
- Integral evaluation reports, etc. and
- Financial plan and final statements.

<sup>3</sup> Facilities, teaching aids and resources that the school disposes of





# **5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL**

**5.1. APPLICATION OF LAWS AND BY LAWS**

**5.2. DEVELOPMENT AND APPLICATION OF INTERNAL REGULATIONS AND DOCUMENTATION**

**5.3. MANAGEMENT OF ADMINISTRATIVE PROCESSES**

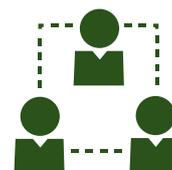
**5.4. APPLICATION OF INFORMATION SYSTEMS IN THE SCHOOL**



## 5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL

### Subarea: APPLICATION OF LAWS AND BY LAWS

THE SCHOOL DIRECTOR...



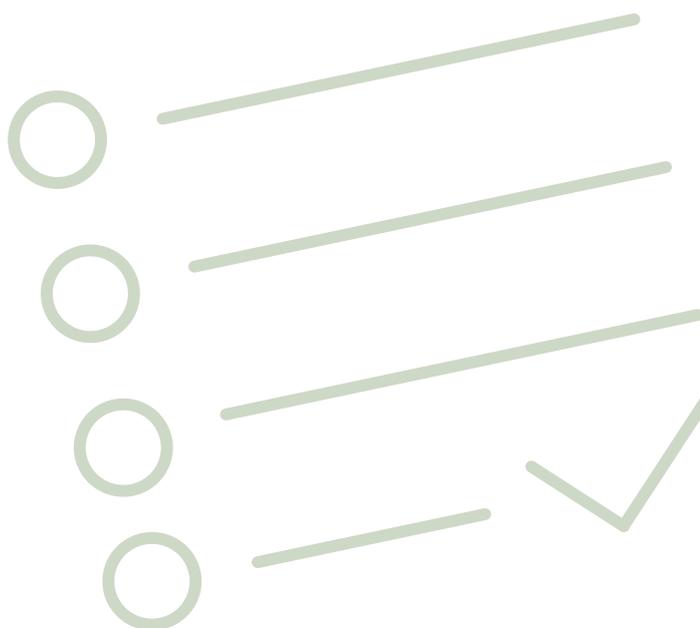
A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows relevant laws and by-laws in the field of education<sup>4</sup> and understands their implications for the school's governance and management.</li><li>- Knows and understands relevant laws and by-laws in the field of labor relations, financial operations and administrative procedure<sup>5</sup>.</li><li>- Knows the content of international conventions and treaties on human rights, especially those regarding children's rights.</li></ul>	<ul style="list-style-type: none"><li>- Management of the school in accordance with the legislation.</li><li>- Use of strategic and legal education-related documents at the school.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Ensures application of the legislation in the school.
- Establishes a system for informing employees and representatives of the school bodies of relevant legislation.



<sup>4</sup> Law on Primary Education, Law on Secondary Education, Law on Teachers. Law on Academy of Teachers, Law on School Directors, books of rules, etc.

<sup>5</sup> Collective Agreement for Primary / Secondary education, Labour Relations Law, Budget Law, Law on the Execution of the Budget, Law on Financing of the Local Self-Government, Law on Financial Discipline, Public Procurement Law, Law on General Administrative Procedure, etc.

## 5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL

### Subarea: DEVELOPMENT AND APPLICATION OF INTERNAL REGULATIONS AND DOCUMENTATION

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows which internal regulations<sup>6</sup> should be developed in line with the legislation.</li><li>- Knows and understands the Statute and other internal regulations of the school.</li></ul>	<ul style="list-style-type: none"><li>- Ensuring the drafting and amendment of internal regulations and documents in accordance with the legislation;</li><li>- Providing conditions for compliance with internal regulations and keeping relevant documentation;</li><li>- Ensuring that internal acts and documents are clear and available to all users and other interested parties in line with the law;</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



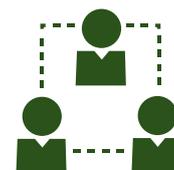
- Organizes and participates in the work of teams for development of internal regulations.
- Adopts internal regulations within his/her competence.
- Stipulates that internal regulations adopted by the relevant bodies are in accordance with the relevant legislation.
- Promotes internal acts and documents to the school authorities and bodies and provides to be accessible to all interested stakeholders.
- Ensures proper implementation of internal regulations.
- Implements decisions taken by the School Board.

<sup>6</sup> The Statute of the school, the Systematization of Jobs (Working Positions), rules of procedure of bodies, internal books of rules, the Work Program of the school, etc.

## 5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL

### Subarea: MANAGEMENT OF ADMINISTRATIVE PROCESSES

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows the specifics of the work organization at school level.</li><li>- Knows the role of professional bodies in the work of the educational institutions.</li><li>- Knows the systematization of jobs (working positions) in the school.</li><li>- Knows the institutions responsible for supervision in schools, their role and methodology of work.</li><li>- Knows the regulations and internal procedures for administrative management of the school.</li></ul>	<ul style="list-style-type: none"><li>- Ensuring availability of the regulations on organizational structure and job descriptions.</li><li>- Organizing and coordinating the work of the school bodies.</li><li>- providing conditions for staff to work according to given job descriptions and the Annual Work Program.</li><li>- Providing a system for keeping records and documentation that is transparent, familiar and accessible to employees and interested parties that the records and documentation in question pertain to.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



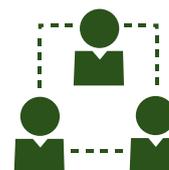
- Ensures the establishment and continuous and unimpeded functioning of the professional bodies and participates in their work.
- Organizes and monitors staff performance and provides proper conditions.
- Assigns tasks to staff, ensuring respect of deadlines and direct management of the process.
- Establishes a well-organized system of administrative work in line with the relevant legislation<sup>7</sup> and quality indicators for the school's performance that is well organized and easily accessible.

<sup>7</sup> Archive Law, Law on Access to Public Information, Law on Protection of Personal Data, Law on Primary Education, Law on Secondary Education, etc.

## 5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL

### Subarea: APPLICATION OF INFORMATION SYSTEMS IN THE SCHOOL

THE SCHOOL DIRECTOR...



A. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:	B. PROFESSIONAL ABILITIES AND SKILLS FOR:
<ul style="list-style-type: none"><li>- Knows and understands the legislation regarding the collection and storage of data in the database.</li><li>- Knows the principles of safe Internet use.</li><li>- Knows the potential of ICT in the work of the school.</li></ul>	<ul style="list-style-type: none"><li>- Providing conditions for a proper management of electronic databases.</li><li>- Establishing procedures that ensure continuous improvement of information systems in the school.</li><li>- Using and encouraging employees to use ICT in the daily work, mutual communication and communication with students, parents and all interested parties.</li></ul>



### EXAMPLES OF PROFESSIONAL PRACTICE



- Ensures that employees are trained and informed of the timely, complete and accurate keeping of electronic databases.
- Provides conditions for the development and operation of information systems.
- Provides conditions for a comprehensive electronic record of all activities in the school.
- Provides trainings for employees on the use of modern information and communication technologies.
- Participates in the drafting and adoption of internal acts for the maintenance and proper use of information and communication equipment.
- Uses information systems in the daily work<sup>8</sup>.

## 5. LEGAL AND ADMINISTRATIVE OPERATION OF THE SCHOOL - POTENTIAL EVIDENCE ON POSSESSING COMPETENCES

- Inventory list of school equipment, including information and communication equipment.
- Plan for Optimal Use of Equipment.
- ICT certificates.
- Relevant administrative and educational software.
- EMIS, E-student files.
- Plan for Archiving and Administrative Operation.
- Laws and by-laws (codes, books of rules and procedures).
- Minutes/reports from the work of teams for preparation of internal regulations and documents.
- Development Plan of the school.
- Internal normative and legal regulations and documents, and
- Minutes /reports from relevant institutions, etc.

<sup>8</sup> Text and data processing programs, presentation-related programs







