

A decorative border of colorful balloons (blue, orange, and pink) with black strings, arranged in a rectangular frame around the text.

Units of Professional Competences of Ethiopian School Supervisors At three Professional stages

Ministry of Education
April, 2012

Table of Contents

Content	Page
Unit of Competence - 1	1
Unit of Competence - 2	6
Unit of Competence - 3	9
Unit of Competence - 4	11
Unit of Competence - 5	14
Unit of Competence - 6	17
Unit of Competence - 7	21
Unit of Competence - 8	24
Unit of Competence - 9	27
Unit of Competence - 10	31

Unit of Competence - 1: Model and Motivate Learning for Life through Professional Practices

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to provide professional leadership in improving school learning, and the quality of teaching-learning processes. It covers enabling schools to place learning at the center of strategic planning based on collaboratively developed and clearly articulated vision.

Elements:

1. Place learning at the center of strategic planning
2. Set high standards
3. Provide leadership support in designing and developing school learning strategy
4. Ensure Implementation of school learning strategy
5. Review school learning and development

Element	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
1. Place learning at the center of strategic planning	a) Support the development of strategic vision and mission of the schools b) Support the development of strategic and operational plans of the schools c) Support the communication of the visions and plans to the schools communities and stakeholders d) Enrich the strategic planning of the schools with stakeholders	e) Monitor the degree to which beliefs, behaviors and practices are consistent with the shared vision f) Provide supports to identify goal areas that promote higher level of learning achievement g) Collaboratively set shared and measureable schools' goals and establish data based monitoring system h) Engage stakeholders in the change process through effective communication	i) Design a collaborative and systemic approach to collect and analyze data about the schools progress towards the shared vision, attaining the established goal j) Develop and maintain systematic structures for ongoing communication as part of the continuous improvement process of the schools strategic plan

Element	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
2. Set high standards	a) Propose higher standards for every learner, staff and self; b) Encourage learners ,staff and the school community to aspire for the higher standards; c) Support in setting and communicating the set expectations, goals with the schools community to share the aspired standards and facilitate its implementation	a) Expect and support in setting higher learning and achievement goals for the schools learning community (students, staff and self) b) Monitor, support and evaluate the actualization of the expectations and goals c) Create conducive environment for the self actualization of the schools' staff to support higher students' learning achievements community	d) Design and develop systematic and cyclic data collection, analysis, professional development implementation and reflection procedures, to monitor and promote continuous changes and improvements in the schools achievements e) Use systematic approaches and procedures to monitor, support, and evaluate the attainments of the set standards as expected
3. Provide leadership support in designing and developing school learning strategy	a) Evaluate approaches to learning and teaching against the schools' strategic requirements and give feedbacks b) Analyze and confirm with key stakeholders the contribution of school learning to	f) Analyze, Report and discuss the evaluation results with the school community, give feedbacks and recommendations implying improvements g) Provide supports in designing improvements of the approaches to learning and teaching as per	j) Design systematic cyclic procedures to monitor, support and evaluate the implementation processes and results of the designed improvements against the schools' strategic requirements

Element	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
	competitiveness	the evaluation results to meet the	j) Analyze and plan
	c) Analyze and align schools learning strategies with human resources and learning requirements and plans	schools' strategic requirements	requirements for a schools learning strategies to support strategic and policy requirements
	d) Support to design flexible school learning strategy to achieve school strategic requirements	h) Examine and review options relating to deploying quality procedures and processes in school learning	k) Analyze and plan
	e) Support to design and develop learning assessment strategies	i) Assist to establish processes and procedures for allocating and managing resources and staff required to implement school learning strategy	technological and systems requirements relating to a school learning strategy
4. Ensure Implementation of school learning strategy	a) Follow-up the Implementation of appropriate school learning strategy and provide feedback to the schools	c) Review schools strategies and procedures for continuing relevance, operational effectiveness, identify gaps and provide feedback	e) Evaluate end-to-end implementation of school learning strategy and assist in updating strategies and procedures accordingly
	b) Validate school assessment methods and assessment tools consistent with learning and wider operational needs	d) Develop procedures to Develop strategies to assist in filling the identified gaps	
5 Review school learning and development	a) Review school learning and development achievements against the set targets	c) Develop procedures to liaise with educators, learners and others to monitor how well learning strategies and learning resources	e) Suggest to modify or design learning strategies and learning resources to support the implementation of
	b) Suggest for modification of the		

Element	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
	schools procedures for the better achievements (improvement)	achieve school learning targets d) Monitor and give timely feed-back to incorporate it in the national policy and system changes	improved learning strategies and procedures

Unit of Competence -2: Initiate, Conduct and Lead Educational Research

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on educational research to influence strategic practices and outcomes within a school context to encourage and promote knowledge and research activities. The unit covers constructing an educational research strategy, using a range of research techniques, and analyzing and presenting findings.

Elements:

1. construct an educational research strategy to Initiate and support the schools principals and teachers
2. Support schools principals and teachers in selecting and using a range of Educational research techniques
3. Support school principals and teachers in analyzing and presenting findings

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
2.1 construct an educational research strategy to initiate and support the schools principals and teachers	a) Clarify and confirm educational research purpose and needs for the target group b) Establish mechanisms for collecting and maintaining data in a systematic manner c) Prepare educational research strategy and hypothesis	d) Analyze factors affecting the reliability and validity of data e) Review relevant research ethics and codes of conduct f) Develop improved educational research strategy	g) Frame a research strategy in consideration of available tools and resources h) Develop and include procedures in relation to conducting educational research in the research strategy
2.2 Support schools principals and teachers in selecting and using a range of Educational research techniques	a) Review and evaluate a range of Educational research methods, theories and data collection techniques b) Select appropriate methods to gather and analyze data	c) Use, as appropriate, suitable technology and technology services to support data collection and analysis d) Access appropriate sources of information and contributors relevant to the research	e) Optimize relevance of the research through integrity of the data collected and analysis tools used

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
2.3 Support school principals and teachers in analyzing and presenting findings	a) Identify the need for and an appropriate approach to, further research b) Collate and analyze data for relevance against the original educational research strategy	c) Review data and research findings for accuracy of details and adherence to any legal requirements d) Document and present research findings in a clear and logical manner consistent with audience needs	e) Evaluate how research findings such as trends and changes will impact on learning strategy

Unit of Competence - 3: Apply Current Knowledge and Understanding in Education Practices

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to initiate and implement advanced learning practice that supports the improvement of learning strategies in a school context. The unit covers evaluating current educational practice to support schools improve learning practice, analyzing and advancing adoption of improved learning practice.

Elements:

1. Evaluate current educational practice to support schools improve learning practice
2. Analyze and advance adaptation of improved learning practice

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
3.1 Evaluate current educational practice to support schools improve learning practice	a) Observe and assess learner styles with respect to appropriateness of current learning strategies b) Plan improved learning practice based on experience, personal interests and styles of learners,	c) Review advances and existing challenges in learning practice to develop and test improved approaches d) Analyze interests, abilities, relationships and contextual needs of relevant individuals when promoting improved learning practice	e) Research how a range of appropriate learning theories and instructional design principles can improve learning practice f) Support and enable the schools to manage and improve their strategic performances and practices
3.2 Analyze and advance adaptation of improved learning practice	a) Advocate for improved learning practice b) Monitor and support school principals and teachers to promote improved learning practice	c) Initiate research into improved learning practice d) Encourage the schools to adapt and use the research findings	e) Design and test improved learning practice in real-world situations

Unit of Competence - 4: Apply Knowledge and Understanding of Leadership and Management Concepts and Practices

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to **apply Knowledge and Understanding of Leadership and Management Concepts and Practices** in monitoring, supporting and evaluating schools' planning and implementation processes of improvement. It covers enabling schools to design and implement their structures and process, to meet legal requirements, to establish profile and promote their services; guiding for effective school management.

Elements:

1. Enable schools to design and implement their structures and processes
2. Enable schools to meet legal requirements
3. Promote and guide effective school services

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
4.1 Enable schools to design and implement their structures and processes	a) propose appropriate management structure and process to support the coordination and implementation of school planning, b) Develop planning guidelines and systems which are clear, fully documented and accessible to all involved in learning- teaching process c) Support schools to Identify the overall strategic goals and translate them to the set of understandable, measurable and attainable aims and objectives d) Support schools to identify appropriate strategic partners, negotiate, and maintain participation in the planning and	e) Assist and consult the implementation of schools' planning to ensure responsiveness to learner needs and maximize the achievements of students f) Encourage the school principals to use leadership and management concepts to develop and manage school improvement program,	g) Identify, develop and implement appropriate evaluation arrangements with representation from relevant stake-holders to examine issues, trends and outcomes of the schools h) Complete all required reporting for relevant stakeholders and provide feedback in a timely way in accordance with school requirements

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
	implementation processes, and in reporting.		
4.2 Enable schools to meet legal requirements	Identify and update regularly information about current legal requirements and, if appropriate, propose to modify school procedures	Provide planning guidelines for inclusion of appropriate statutory, legislative and practice provisions	Display confidentiality and sensitivity in the details, content and extent of public comment on school's activities
4.3 Promote and guide effective school services	a) Use a range of communication mediums and activities to convey information about the activities and achievements of the school to encourage support of the stakeholders b) Seek and utilize opportunities to promote the schools services through media, government and the community	c) Use formal and informal networks as channels to communicate the school's activities and achievements d) Identify and implement mechanisms for effective coordination of activities and services e) Address promptly problems in implementing defined procedures to ensure resolution	f) prepare and present reports which comprehensively and accurately describe the schools' activities and achievements to relevant stakeholders and managements, as required g) serve, when required, management board meetings to ensure effective and informed deliberations and decision-making

Unit of Competence - 5: Manage Organizational Change

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to determine strategic change requirements and opportunities; and to Support schools principals in developing, implementing and evaluating change management strategies.

Elements:

1. Propose strategic change requirements and opportunities
2. Support schools principals in developing, implementing and evaluating change management strategies

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
5.1 Propose strategic change requirements and opportunities	a) Review existing schools' practices against strategic objectives to identify strategic change needs b) Monitor trends in the external environment to identify events or trends that impact on the achievement of schools' objectives c) Identify major operational change requirements due to performance gaps, opportunities or threats, or management decisions d) propose major change requirements and opportunities in the schools	e) Review and prioritize change requirements or opportunities with relevant managers f) Consult specialists and experts to assist in the identification of major change requirements and opportunities	g) Undertake cost-benefit analysis for high priority change requirements and opportunities h) Undertake risk analysis, identify barriers to change, and agree and record mitigation strategies
5.2 Support schools principals in developing,	a) Support to develop change management project plan and obtain approvals from	d) Support to develop communication strategy of education plan to promote the	g) Assist to Identify and respond to barriers to the change according to risk

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
implementing and evaluating change management strategies	relevant authorities to confirm the change management process b) Assist to assign resources to the project and agree reporting protocols with relevant manager c) Activate strategies for embedding the change	benefits of the change to the school and to minimise loss e) Support to arrange, manage activities and deliver the communication strategy of education(the project) plan to relevant groups and individuals f) Encourage to consult with relevant groups and individuals for input into the change process	management plan h) Encourage to perform interventions and activities set out in the project plan according to project time table i) Work with the schools to Conduct regular monitoring , evaluation, and review and modify the project plan where appropriate to achieve the change program objectives

Unit of Competence - 6: Identify and Interpret Compliance Requirements

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to clarify scope of school operations, identify, interpret and document the range of internal and external compliance requirements and obligations that must be fulfilled by the schools.

Elements:

1. Clarify the scope of school operations
2. Identify compliance requirements
3. Interpret, analyze and prioritize the identified compliance requirements
4. Document compliance requirements

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
6.1 Clarify the scope of school operations	a) Identify and review the relevant range of operations and the sphere of work arrangements of the schools b) Develop and document work activity plans for determining relevant compliance requirements c) Obtain approval of plans from relevant organizational head and communicate it to schools	d) Conduct an analysis of the operations and work arrangements of the school and identify the functions, and services that may be subject to compliance requirements	e) Monitor, support and evaluate schools understandings of scope of their operations as related to compliance requirements
6.2 Identify compliance requirements	a) Conduct a search of information on internal and external compliance requirements using appropriate search resources	c) Progressively review information collected in terms of its relevance to the schools' operations and services	d) Ensure the search of compliance requirements scans across all relevant jurisdictions of laws, regulations, organizational code and

Element		Indicator		
		Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
		b) Organize and store gathered information on relevant compliance requirements in an appropriate format for further analysis		standards and identify pertinent compliance requirements
6.3	Interpret, analyze and prioritize the identified compliance requirements	a) Review and interpret collected information in terms of its relevance to the schools' functions, services and outcomes b) Discuss and clarify with relevant internal or external personnel ambiguities, uncertainties and problems experienced in interpreting identified compliance information	c) Identify, analyze and prioritize relevant compliance requirements in terms of critical implications for the schools and risks and consequence of possible breaches	d) Group pertinent compliance requirements into: • those that are critical and central to the schools' operations, • those that are important in some circumstances but are not central to the schools' operations, and • those that are pertinent but are incidental to the schools' operations
6.4	Document compliance	a) Organize and document	b) Prepare and communicate	c) Monitor, support and evaluate the

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
requirements	outcomes of the identification and interpretation activities of compliance requirements	reports of relevant compliance requirements and assessment of implications to <i>relevant personnel performing specific compliance management functions</i>	documentation process of the compliance requirements to promote compliance management functions

Unit of Competence - 7: Develop Learners' Diversity management strategies

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to apply learners' diversity management techniques and skills, and to develop these skills in others, in schools contexts. It covers analyzing schools' learner diversity management practices to support the implementation of the related policy and strategy; developing and proposing appropriate criteria and strategies to implement, evaluate and provide feed-back for the improvement of the schools' learner diversity management practices.

Elements:

1. Analyze schools learners diversity management practices to support the implementation of the related policy and strategy
2. Develop and propose appropriate criteria and strategies to evaluate and provide feedbacks for the improvement of the schools learners' diversity management practices

Element	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
7.1 Analyze schools learners diversity management practices to support the implementation of the related policy and strategy	a) Identify and define the key elements of Diversity from a range of perspectives to create common understanding as related to learners diversity management at schools b) Analyze and evaluate current teaching styles, schools' practices, and delivery and assessment methods related to learner diversity management and give feedbacks for improvement.	c) Describe significant events that have shaped the identity of model school practices as related to learners diversity management d) Propose to the schools to scale up the best practices of the model schools	e) Review theoretical models of learners' diversity management practices to support schools excel in learners' diversity management.
7.2 Develop and propose appropriate criteria and strategies to	a) Identify and communicate ways in which norms in schools operate to regulate, tolerate and celebrate diversity	c) support, monitor, evaluate and give feed-back on the learner diversity management practices in schools,	e) Evaluate potential impact of improved diversity awareness on personal and educational interactions

Element	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
evaluate and provide feedbacks for the improvement of the schools learners' diversity management practices	b) Apply formal and informal coaching and training strategies to improve schools learner diversity management practices	d) Develop and propose appropriate criteria and strategies to evaluate effectiveness of communication in learners diversity management and negotiation in schools' context,	

Unit of Competence – 8: Support, Evaluate and Control Teaching and Learning Activities

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to support, evaluate and Control learning and teaching activities. It covers planning, collecting evaluation data and information, analyzing the data and reporting the results of the evaluation involving recommendations (feedbacks) to support the effectiveness of the schools.

Elements:

1. Plan and prepare evaluation and support
2. Collect and collate evaluation data and information
3. Analyze evaluation data and information to develop appropriate feedbacks
4. Provide appropriate feedbacks for improvement

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
8.1 Plan and prepare evaluation and support	a) Prepare and document the <i>objectives and scope of the evaluation</i>	c) Establish a project plan and timelines which identify tasks and <i>stakeholders in the evaluation process</i>	e) Establish constructive relationships with the stakeholders identified in the evaluation plan
	b) Identify the <i>data and information</i> required and access sources of information	d) Select and brief staff to be involved in the evaluation	
8.2 Collect and collate evaluation data and information	a) Identify the most appropriate <i>technique(s) for gathering quantitative and qualitative data and information</i>	e) Identify and record potentially useful information which is not identified in the evaluation plan	f) Collate and process data relevant to the evaluation
	b) Develop <i>evaluation instruments</i> to gather data and information		
	c) Arrange school visits and meetings and access to data and information		
	d) Collect data and information and store in compliance with the record keeping guidelines and procedures of the school		

Element	Indicator		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
8.3 Analyze evaluation data and information to develop appropriate feedbacks	a) Analyze evaluation data and Information to Identify factors affecting performance and suggest possible enhancements or alternatives to the learning-teaching program b) Develop feedbacks on the effectiveness and efficiency of the learning and teaching program, as per the evaluation objectives and scope	c) Analyze the data and information to identify the outcomes of learning and teaching and their impact on teaching staff capability d) Analyze the evaluation data to Identify and document areas of training that are satisfactory and those requiring improvement	e) Cross-check findings where possible by comparing with the results from different evaluation instruments
8.4 Provide appropriate feedbacks for improvement	a) Document issues and results arising from the analysis conducted to support schools	b) Discuss preliminary findings with stakeholders c) Produce an evaluation report and distribute to all Stakeholders and schools on timely basis.	d) Provide appropriate feedbacks to schools on areas of possible improvement e) Provide sustainable follow-up and support based on the findings of the evaluation

Unit of Competence - **9: Develop Self, Individuals and Team**

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to identify individual and team development needs and to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote self and staff learning (the development of the work group), and to monitor and improve learning performance at schools.

Elements:

1. Identify individual and group learning and development needs
2. Set personal targets and take responsibility for self and others' development
3. Create professional learning opportunities for self, individuals and group or team development
4. Facilitate and promote self, individual and group or team learning
5. Monitor and improve learning effectiveness

Elements	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
9.1 Identify individual and group learning and development needs	a) Identify learning and development needs in line with school requirements b) Encourage individuals to self-evaluate performance and identify areas for improvement	c) Collect feedback on performance of team members from relevant sources and compare with established team learning needs	d) Agree on the identified individual group learning and development needs, and collaboratively plan to meet the needs
9.2 Set personal targets and take responsibility for self and others' development	a) Regularly review own and others' practices b) Develop and implement learning plans as an integral part of self, individual, group or team and schools' performance plans	c) Show Commitment to facilitate life-long learning for self and others	d) Develop a culture of higher expectations for self and others
9.3 Create professional learning opportunities for self, individuals and group or team development	a) Identify potential formal and informal learning opportunities to meet learning needs in relation to the needs of the schools	b) Develop strategies to ensure that learning plans reflect the diversity of needs c) Ensure schools' procedures maximize individual and team access to, and participation in, learning	d) Ensure that effective liaison occurs with training and development institutions and contribute to learning opportunities which

Elements	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
		opportunities	enhance self, individual, group or team and schools performance
9.4 Facilitate and promote self, individual and group or team learning	a) Support the schools to Implement their procedures to ensure workplace learning opportunities and contribute to the development of appropriate knowledge, skills and attitudes b) Support schools to implement strategies and procedures to encourage individuals and teams or groups to assess their own competencies and identify their own learning and development needs	c) Develop strategies to ensure that workplace learning opportunities are used and that the schools communities are encouraged to share their skills and knowledge to encourage a learning culture within the schools d) Share the benefits of learning with the schools' communities	e) Recognize workplace learning achievements through timely and appropriate feedbacks and rewards
9.5 Monitor and improve learning effectiveness	a) Use strategies to ensure that team and individual learning performance is monitored, and determine if there is any	c) Make adjustments, negotiate with training and development institutions, to improve the efficiency	d) Ensure that records and reports of competency are documented and

Elements	Indicators		
	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
	additional need for work-based support b) Use feedback from individuals, teams and schools to identify and introduce improvements in future learning arrangements	and effectiveness of learning	maintained within the schools' systems and procedures to inform future planning

Competence – 10: **Lead Improvement, Innovation and Change**

Unit Descriptor:

This unit describes the performance outcomes, skills and knowledge required to conceptualize and establish new systems that support and encourage innovation in schools and to create an environment that enables and supports the application of innovative practice. It covers generating innovative thinking and creativity to lead sustainable innovative practices; supporting a culture of innovation; and maintaining a sustained approach to innovative thinking and practice.

Elements:

1. Generate system concepts and options for innovative thinking and creativity
2. work with schools' principals and community to Create a physical environment which supports innovation
3. Lead innovative practices
4. Establish and support a culture of innovation
5. support the sustainability of the innovative thinking and practice

Indicators			
Element 1	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
10.1 Generate system concepts and options for innovative thinking and creativity	a) Create system concepts that will foster innovation using individual and group techniques b) Evaluate and discuss a range of ideas with relevant stakeholders c) Clearly articulate the ways in which innovation is better supported by system ideas and options	d) Research and use a range of techniques and tools to generate new ideas and thinking e) Research and analyze trends shaping schools' current and future thinking and practice f) Introduce and promote creative thinking techniques to foster personal and team innovation	g) Evaluate overall context for individual and collective innovative thinking and creativity h) Research and analyze specific conditions for innovation and issues that impact on individual and collective innovative thinking and creativity i) Research and review innovation drivers and enablers
10.2 work with schools' principals and community to Create a physical environment which supports innovation	a) Evaluate the impact of the physical environment in relation to innovation b) Collaborate with colleagues about ideas for enhancing the physical work environment before taking action	c) Consider potential for supporting innovation when selecting physical resources and equipment	d) Work with the school principals to design, fit-out and decorate workspaces to encourage creative mindsets, collaborative work and the development of positive workplace relationships

Indicators			
Element 1	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
10.3 Lead innovative practices	a) Present and consult on system proposals with relevant stakeholders b) Analyze and integrate feedback into the system development process guide c) Guide school principals to determine appropriate context and parameters for the trialing process d) Initiate the trial, taking account of all required consultative, coaching and technical issues	e) Develop personal leadership style to model positive innovative thinking and practice f) Review, challenge and refine own style and practice in relation to modeling and supporting innovation	g) Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved h) Devise and suggest most appropriate means to promote knowledge transfer i) Identify, evaluate and support school principals to manage risks associated with innovation within the schools
10.4 Establish and support a culture of innovation	a) Introduce and promote innovative practices, processes, or services appropriate to school requirements b) Establish ways to capture, communicate and share	d) Assess, Identify and facilitate the provision of adequate resources for innovation to occur e) Develop and apply strategies to foster a school culture capable of	f) Establish and maintain mechanisms at system and process level that can support innovation g) Take a strategic role in the development and implementation of new and

Indicators			
Element 1	Beginner School Supervisors	Proficient School Supervisors	Lead School Supervisors
	innovative ideas and practices c) Initiate and foster communication, consultation and team development approaches that support innovation	encouraging innovation	emerging technologies to enhance and extend teaching and learning experiences
10.5 support the sustainability of the innovative thinking and practice	a) Develop strategies to make innovation an integral part of school activity b) Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice c) Analyze potential barriers and risks to innovation and devise strategies to respond	d) Analyze and reflect on innovation performance as a basis for developing strategies for improvement e) Work with the school community to promote and sustain school improvement;	f) Use project management to foster both efficiency and effectiveness in achievement of goals g) Motivate and work with others to foster creativity, innovation and the use of appropriate new technologies to achieve excellence