

Competency-based Framework for
Curriculum Developer (P5 – P1)



Department of Curriculum and Professional Development
Ministry of Education.

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1. Background

1.1 About the Department

The evolution of the Department of Curriculum and Professional Development (DCPD) dates back to 1961 when the Directorate of Education (DoE) was formed as a central education authority to provide modern primary education. The Curriculum and Textbook Development Division (CTDD) was established in 1985 to streamline and cater to the increasing needs of curriculum materials. The New Approach to Primary Education (NAPE), launched in 1986, shifted the focus of teaching from teacher centred to learner centred approach. This approach replaced foreign curricula and textbook contents with local orientation and relevancy.

The CTDD was changed to the Curriculum and Professional Support Section (CAPSS) under the Ministry of Health and Education in 1996 to place added impetus on the development of curriculum and teacher professional development. When the Ministry of Health and Education was bifurcated in 2003, the CAPSS was renamed Curriculum and Professional Support Division (CAPSD). CAPSD was upgraded to Department of Curriculum Research and Development (DCRD) in 2010 to accommodate its increasing roles and responsibilities.

Meanwhile, the erstwhile Royal Education Council was established in 2007 through the Royal Command to initiate and implement education reform across the entire spectrum of education covering school education, technical education and tertiary education. In 2014, the DCRD and erstwhile Royal Education Council (REC) were merged as the Royal Education Council to reduce numerous cross-cutting and duplication of roles and responsibilities. The REC functioned as an autonomous body, under the Royal Civil Service Commission, to facilitate intellectual independence.

The Royal Education Council is now renamed as DCPD under MoE as per the Lhengye Zhungtshog recommendation after ODE of MoE.

The main roles of DCPD are to provide leadership in curriculum, professional development, and educational research to innovate and improve mainstream school education system through vibrant institutional culture and competent professionals.

1.2 Vision

A leading centre of excellence for education innovation and transformation.

1.3 Missions

Provide leadership in curriculum, professional development, and educational research to innovate and improve mainstream school education system through vibrant institutional culture and competent professionals.

1.4 Core Values

DCPD as a professional organization shall be guided by the following core values:

★ Excellence

We shall strive to maintain the highest form of standards in all our professional endeavors.

★ Integrity

We shall act with honesty, fairness, and transparency.

★ Professionalism

We shall uphold right work ethics, professional conduct, and commitment.

★ Team-work

We shall work on the principle of cooperation and collaboration.

★ Innovation

We shall be innovative and creative to fulfill the changing needs of education.

★ Accountability

We shall be fully accountable for our actions in fulfilling our roles and responsibilities.

Further, as civil servants, we shall be guided by the set of values specified in the Bhutan Civil Service Rules and Regulations (BCSR).

1.5 Core Functions

DCPD as the centre for education innovation and transformation shall determine the national school curricula and teacher professional development programmes and strive to improve the overall mainstream education system.

Therefore, the DCPD is mandated to:

- ★ Review, innovate, and develop relevant curriculum and teaching learning materials for school education.

- ★ Develop and provide teacher professional development programmes for efficient implementation of school curriculum.
- ★ Conduct research in curriculum and instruction, assessment and evaluation, teacher education and educational policies.
- ★ Innovate and strengthen educational technology to support design and delivery of curriculum, professional development and educational research.
- ★ Provide a forum to facilitate academic and professional discourses at national and international levels.
- ★ Provide technical expertise and work in collaboration with relevant national and international stakeholders.

2. Competency-based Framework for Curriculum Developer

2.1 Introduction

CBF is a model that broadly defines the blueprint for excellent performance within an organisation focusing on the competencies of the professionals. It aims to guide an organization to identify the skills needed by employees, assist continuous development and professionalization to deliver responsibilities effectively and enhance efficiency. It also helps the organisation to communicate which behaviors are required, valued, recognized and rewarded with respect to the roles of professionals. In a nutshell, it emphasises on the development of the required competencies and outcomes of the professionals rather than the duties and responsibilities, which might change with the change of job.

2.2 Purpose

The CBF highlights the knowledge, skills and abilities required for curriculum developers to achieve a high level of professional competence and deliver the highest standard services. The framework is developed with the following aim and objectives.

2.3 Aim

Build a fraternity of curriculum developers who are highly knowledgeable, skillful and competent in delivering efficient and effective services of the highest standard.

2.4 Objectives

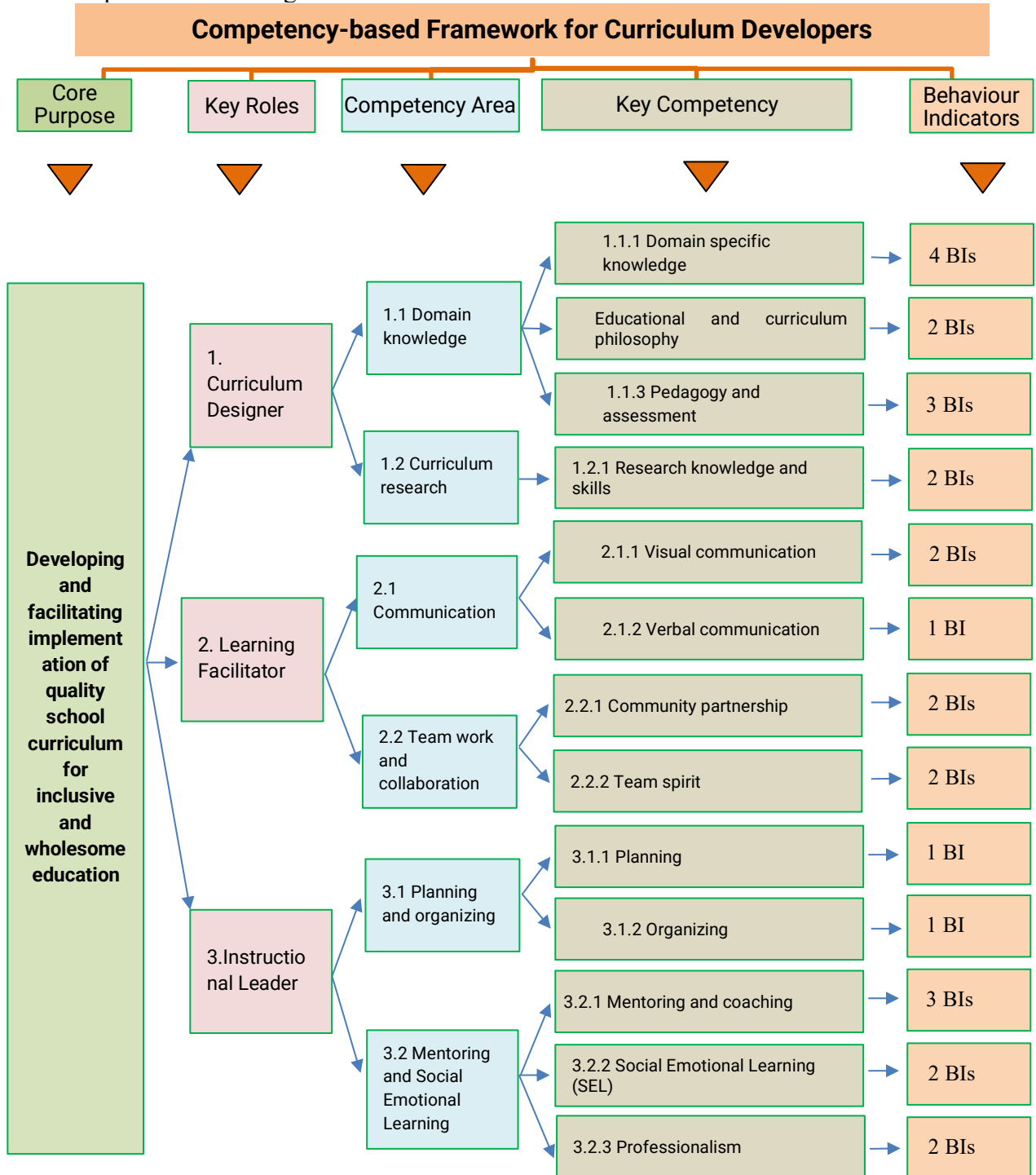
- ★ Strengthen the capacity and capabilities of the CDs to deliver the service
- ★ Identify the key roles and competencies required for CDs.
- ★ Identify the behavior indicators in terms of knowledge, skills and attitude.
- ★ Identify the capacity gap of the CDs and training needs
- ★ Use CBF for annual performance appraisal

2.5 Framework Development Processes

The development of the framework involved identifying Role Profiles, Competency Areas, Key Competencies, Behavioral Indicators and Proficiency Levels through a rigorous, consultative and inclusive process with key stakeholders.

2.6 Structure

Brief explanation and diagrammatic overview of the CBF



2.6.1 Identification of Key Role

The key role is an organized set of behaviors that are crucial to achieve the current and future goals of the Department of Curriculum and Professional Development. Following are the key roles expected to be performed by the Curriculum Developer:

a. **Curriculum Designer**

b. **Learning Facilitator**

c. **Instructional Leader**

2.6.2 Description of Role Profile

The role profile is the description of roles that Curriculum Developers are expected to demonstrate in achieving the outcomes of the DCPD. It defines outcomes and competencies for an individual role. It concentrates on outcomes rather than duties, which provides better guidance than a job description on expectations. It does not constrain Curriculum Developers to carry out a prescribed set of tasks.

Role Profile of Curriculum Developers

| Sl. No. | Key Role | Role Description |
|---------|----------------------|--|
| 1 | Curriculum Designer | <ol style="list-style-type: none">1. Develop curriculum and relevant teaching learning materials2. Review curriculum to incorporate emerging trends and technology in education3. Conduct research on curriculum to make informed decision |
| 2 | Learning Facilitator | <ol style="list-style-type: none">1. Facilitate professional development of teachers for effective implementation of curriculum2. Enhance teamwork and collaboration to support children's learning3. Create educational enrichment programmes to encourage teacher and students' learning ownership |
| 3 | Instructional Leader | <ol style="list-style-type: none">1. Formulate realistic plans and strategies for curriculum development and implementation2. Monitor curriculum implementation in schools to provide necessary support3. Provide coaching and mentoring to build teacher capacity4. Provide opportunities to promote a professional learning community.5. Exhibit a sense of professionalism. |

2.6.3 Identification of Competency Areas

The competency area is the clustering of key competencies by related behavior and functions of each role. It comprises a set of Knowledge, Skills and Abilities (KSA) that result in essential behaviors expected from Curriculum Developers. The framework has identified 6 competency areas as follows:

| Role # | Key Role | Competency Area |
|--------|----------------------|---|
| 1 | Curriculum Designer | 1.1 Domain knowledge |
| | | 1.2 Curriculum research |
| 2 | Learning Facilitator | 2.1 Communication |
| | | 2.2 Teamwork and collaboration |
| 3 | Instructional Leader | 3.1 Planning and organizing |
| | | 3.2 Mentoring and Social Emotional Learning |

2.6.4 Identification of Key Competencies

The key competency is an observable behavior that indicates the presence of the particular competency. Generally, it is broadly divided as core competency, leadership competency and technical or functional competency. The framework has identified 13 key competencies are presented as below:

| SN | Key Role | Competency Area | Key Competencies |
|----|----------------------|--------------------------------|---|
| 1 | Curriculum Designer | 1.1 Domain knowledge | 1.1.1 Domain specific knowledge |
| | | | 1.1.2 Educational and curriculum philosophy |
| | | | 1.1.3 Pedagogy and assessment |
| | | 1.2 Curriculum research | 1.2.1 Research knowledge and skills |
| 2 | Learning Facilitator | 2.1 Communication | 2.1.1 Visual communication |
| | | | 2.1.2 Verbal communication |
| | | 2.2 Teamwork and collaboration | 2.2.1 Community partnership |
| | | | 2.2.2 Team spirit |

| | | | |
|---|----------------------|---|---|
| 3 | Instructional Leader | 3.1 Planning and organizing | 3.1.1 Planning |
| | | | 3.1.2 Organizing |
| | | 3.2 Mentoring and Social Emotional Learning | 3.2.1 Mentoring and coaching |
| | | | 3.2.2 Social and Emotional Learning (SEL) |
| | | | 3.2.3 Professionalism |

2.6.5 Identification of Behavioral Indicators

The Behavioral Indicators is the description of competencies based on various proficiency levels. It outlines a collection of desired and observable motives, traits and behaviors when executing or carrying out the assigned task. It serves as a tool to guide evaluations of employee performance. The framework has identified 26 behavioral indicators.

| Key Role 1: Curriculum Designer | | |
|---------------------------------|---|---|
| Competency Area | Key Competency | Behavior Indicators |
| 1.1 Domain knowledge | 1.1.1 Domain specific knowledge | 1.1.1.1 Shows mastery of the subject knowledge to ensure quality curriculum |
| | | 1.1.1.2 Displays understanding of emerging trends and technologies in the domain to ensure currency in curriculum |
| | | 1.1.1.3 Incorporates values and culture in curriculum |
| | | 1.1.1.4 Develops relevant Teaching and Learning Materials to ensure quality curriculum |
| | 1.1.2 Educational and curriculum philosophy | 1.1.2.1 Displays understanding of curriculum theories and principles to develop holistic and inclusive curriculum |

| | | |
|---|-------------------------------------|--|
| | | 1.1.2.2 Applies educational philosophy to develop relevant curriculum |
| | 1.1.3 Pedagogy and assessment | 1.1.3.1 Incorporates effective pedagogical approaches for quality curriculum |
| | | 1.1.3.2 Integrates emerging technological pedagogies for quality curriculum |
| | | 1.1.3.3 Incorporate effective assessment tools and techniques |
| 1.2 Curriculum research | 1.2.1 Research knowledge and skills | 1.2.1.1 Shows understanding of research knowledge to carry out curriculum related research |
| | | 1.2.1.2. Carries out research to make informed decision on curriculum development based on international and national standard |
| Key Role 2: Learning Facilitator | | |
| 2.1 Communication | 2.1.1 Visual communication | 2.1.1.1 Demonstrates understanding of visual communication skills to develop training modules and curriculum |
| | | 2.1.1.2 Uses visual communication skills to develop training modules and curriculum |
| | 2.1.2 Verbal communication | 2.1.2.1 Uses effective verbal communication skills to orient relevant stakeholders on curriculum related matters |
| 2.2 Teamwork and collaboration | 2.2.1 Community partnership | 2.2.1.1 Garners support from the community in curriculum implementation |
| | | 2.2.1.2 Addresses the challenges involving the stakeholders in curriculum implementation |
| | 2.2.2 Team spirit | 2.2.2.1 Exhibits team spirit and collaborative mindset to achieve organizational goals |
| | | 2.2.2.2 Recognizes sources of conflicts and takes steps to resolve problems |

| Key Role 3: Instructional Leader | | |
|--|-----------------------------------|--|
| 3.1 Planning and organizing | 3.1.1 Planning | 3.1.1.1 Displays planning skills and creative intelligence for effective curriculum development and implementation |
| | 3.1.2 Organizing | 3.1.2.1 Organizes programmes with energy and persistence to achieve curricular goals and objectives |
| 3.2 Mentoring and Social Emotional Learning | 3.2.1 Mentoring and coaching | 3.2.1.1 Provides monitoring and support services |
| | | 3.2.1.2 Provides need-based mentoring and coaching services to build teacher capacity |
| | | 3.2.1.3. Creates platforms to promote professional learning community for teachers and educators |
| | 3.2.2 Social and Emotional Skills | 3.2.2.1 Uses SEL knowledge and skills to achieve collective goals |
| | | 3.2.2.2 Displays resilience in various situations to ensure uninterrupted education |
| | 3.2.3 Professionalism | 3.2.3.1 Exhibits loyalty and dedication to TSA WA SUM |
| 3.2.3.2 Practices professional code of conduct | | |

2.6.6 Classification of Proficiency Levels

The proficiency level is categorized based on the level of expertise. It describes the levels of a competency required to perform a specific job successfully. There is a progression of proficiencies at each level. The proficiency level of Curriculum Developer is categorized into four levels as i) Foundational (P5-P4), ii) Intermediate (P3) iii) Experienced (P2) and iv) Advanced (P1). The framework has identified 26 behavioral indicators (BIs) across four levels of proficiency.

The proficiency will enable individual officials to distinguish the type of competencies expected in their career path, which will give them an opportunity to enhance competency in achieving current as well future career goals. As the officials in position levels of P5 & P4 play similar roles, their proficiency levels are merged together. Further, the proficiency level will set a benchmark for the recruitment and deployment. The proficiency levels of each key competency are detailed below:

| | | | |
|--|---|--|---|
| Key Role 1: Curriculum Designer | | | |
| Competency Area: 1.1 Domain knowledge | | | |
| Key Competency: 1.1.1 Domain specific knowledge | | | |
| Behavior Indicator: 1.1.1.1 Shows mastery of the subject knowledge to ensure quality curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Exhibits domain knowledge to ensure quality curriculum | Applies domain knowledge to ensure quality curriculum | Incorporates emerging domain knowledge | Propagates emerging domain knowledge to relevant professional community |
| Behavior Indicator: 1.1.1.2 Displays understanding of emerging trends and technologies to ensure currency in curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Exhibits understanding of emerging trends and technologies in the domain to ensure currency in curriculum | Applies emerging trends and technologies in the domain to ensure currency in curriculum | Disseminates the application of emerging trends and technologies in the domain to stakeholders | Facilitates implementation of emerging trends and technologies in other domains |
| Behavior Indicator: 1.1.1.3 Incorporates values and culture in curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Identifies values and culture to be incorporated in the domain areas | Integrates values and culture in the domain areas | Advocates on values and culture integrated in the domain areas | Mentors others to incorporate values and culture in the domain areas |
| Behavior Indicator: 1.1.1.4 Develops relevant teaching and learning materials to ensure quality curriculum. | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Exhibits skills to select appropriate TLM | Designs TLM by selecting appropriate learning materials | Designs variety of TLM by selecting appropriate learning materials | Leads other professionals in designing and developing appropriate TLM |
| Key Competency: 1.1.2 Educational and curriculum philosophy | | | |

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| Behavior Indicator: 1.1.2.1 Displays understanding of curriculum theories and principles to develop holistic and inclusive curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Demonstrates understanding of curriculum theories and principles to develop holistic and inclusive curriculum | Applies curriculum theories and principles to develop holistic and inclusive curriculum | Analyses curriculum theories and principles to develop holistic and inclusive curriculum | Guides others to apply curriculum theories and principles to develop holistic and inclusive curriculum |
| Behavior Indicator: 1.1.2.2 Applies educational philosophy to develop relevant curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Demonstrates understanding of educational philosophy to develop relevant curriculum | Applies relevant educational philosophy to develop relevant curriculum | Analyses relevant educational philosophy to develop relevant curriculum | Mentors others to apply educational philosophy to develop relevant curriculum |
| Key Competency: 1.1.3 Pedagogy and assessment | | | |
| Behavior Indicator: 1.1.3.1 Incorporates effective pedagogical approaches for quality curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Identifies appropriate pedagogies to be incorporated in the curriculum | Incorporates appropriate pedagogies for quality curriculum | Analyses the relevant pedagogies to be incorporated in the curriculum | Advocates the application of appropriate pedagogies in different contexts |
| Behavior Indicator: 1.1.3. 2 Integrates emerging technological pedagogies for quality curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Familiarises with emerging technological pedagogies | Integrates emerging technological pedagogies | Propagates integration of emerging technological pedagogies | Leads in integrating emerging technological pedagogies |
| Behavior Indicator: 1.1.3. 3 Incorporates effective assessment tools and techniques | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Acquires | Integrates appropriate | Propagates integrations of | Mentor others in |

| | | | |
|---|---|---|---|
| knowledges and skills of assessment tools and techniques | assessment tools and techniques | appropriate assessment tools and techniques | integrating appropriate assessment tools and techniques |
| Competency Area: 1.2 Curriculum research | | | |
| Key Competency: 1.2.1 Research knowledge and skills | | | |
| Behavior Indicator: 1.2.1.1 Shows understanding of research knowledge to carryout curriculum related research | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Advocates the application of appropriate pedagogies in different contexts | Applies understanding of research fundamentals to assist researchers | Co-authors research | Carries out research independently |
| Behavior Indicator: 1.2.1.2 Carries out research to make informed decision on curriculum development based on international and national standards | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Carries out research to develop curriculum as per national standards | Carries out research to align curriculum to international standards | Develops curriculum aligned to national and international standards | Mentors others to develop curriculum aligned to national and international standards |
| Key Role 2: Learning Facilitator | | | |
| Competency Area: 2.1 Communication | | | |
| Key Competency: 2.1.1 Visual communication | | | |
| Behavior Indicator: 2.1.1.1 Demonstrates understanding of visual communication skills to develop training modules and curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Recognizes the importance of visual communication skills to develop training modules and curriculum | Identifies various visual communication skills to develop training modules and curriculum | Analyses the importance of visual communication skills to develop training modules and curriculum | Mentors professionals on visual communication skills to develop training modules and curriculum |

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| Behavior Indicator: 2.1.1.2 Uses visual communication skills to develop training modules and curriculum | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Applies visual communication skills to develop training modules and curriculum | Applies texts and graphics to develop training modules and curriculum | Applies texts, graphics and videos to develop training modules and curriculum | Facilitates on use of relevant visual communication skills |
| Key Competency: 2.1.2 Verbal communication | | | |
| Behavior Indicator: 2.1.2.1 Uses effective verbal communication skills to orient relevant stakeholders on curriculum related matters | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Speaks clearly to orient stakeholders on curriculum related matters | Speaks clearly and concisely by identifying key points related to the subject matter | Speaks clearly, concisely and emphatically to orient stakeholders on curriculum related matters | Speaks clearly, concisely, emphatically and engages others in discussion in various contexts |
| Competency Area: 2.2 Teamwork and collaboration | | | |
| Key Competency: 2.2.1 Community partnership | | | |
| Behavior Indicator: 2.2.1.1 Garners support from the community in curriculum implementation | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Involves professionals within the organisation to implement curriculum | Involves local community to implement curriculum | Involves regional communities to implement curriculum | Involves various stakeholders at national level to implement curriculum |
| Behavior Indicator: 2.2.1.2 Addresses the challenges involving the stakeholders in curriculum implementation | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Involves the professionals within the organization to address the challenges in | Involves teachers to address the challenges in curriculum implementation | Involves teachers and parents to address the challenges in curriculum implementation | Involves the teachers, parents and policy makers to address the challenges in curriculum implementation |

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| curriculum implementation | | | |
| Key Competency: 2.2.2 Team spirit | | | |
| Behavior Indicator: 2.2.2.1 Exhibits team spirit and collaborative mindset to achieve organizational goals | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Explores the importance of team spirit and collaborative mindset to achieve organizational goals | Identifies the skills of team spirit and collaborative mindset to achieve organizational goals | Applies the skills of team spirit and collaborative mindset to achieve organizational goals | Fosters team spirit and collaborative mindset within the team to achieve organizational goals |
| Behavior Indicator: 2.2.2.2 Recognizes sources of conflicts and takes steps to resolve problems | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Identifies sources of conflicts but requires supervisory intervention | Identifies sources of conflicts and takes steps to resolve | Anticipates sources of conflicts and takes preemptive measures to resolve | Helps other to resolve conflicts |
| Key Role 3: Instructional Leader | | | |
| Competency Area: 3.1 Planning and organising | | | |
| Key Competency: 3.1.1 Planning | | | |
| Behavior Indicator: 3.1.1.1 Displays planning skills and creative intelligence for effective curriculum development and implementation | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Identifies attributes of a good plan (SMART principles) | Plans activities clearly using SMART principles | Incorporates changes in the plan based on the emerging needs and priorities | Provides guidance to other professionals in planning activities |
| Key Competency: 3.1.2 Organising | | | |
| Behavior Indicator: 3.1.2.1 Organises programmes with energy and persistence to achieve curricular goals and objectives | | | |
| Foundational | Intermediate | Experienced | Advanced |

| | | | |
|--|---|---|--|
| Organises planned programmes under supervision | Organises planned programmes independently | Adapts and organises the programme to respond to the changing needs | Uses innovative strategies to organise the programmes |
| Competency Area: 3.2 Mentoring and Social Emotional Learning | | | |
| Key Competency: 3.2.1 Mentoring and coaching | | | |
| Behavior Indicator: 3.2.1.1 Provides monitoring and support services | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Identifies the areas for monitoring and support services | Provides monitoring and support services using the principles of monitoring | Evaluates the effectiveness of monitoring and support services | Guides professionals on monitoring and support services |
| Behavior Indicator: 3.2.1.2 Provides need-based mentoring and coaching services to build teacher capacity | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Identifies the professional needs of the teachers | Provides mentoring and coaching services | Assesses the impact of mentoring and coaching services | Provides recommendation to others on mentoring and coaching services |
| Behavior Indicator: 3.2.1.3 Creates platforms to promote professional learning community for teachers and educators | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Facilitates building professional learning community within the school | Facilitates building professional learning community at Dzongkhag level | Facilitates building professional learning community at regional level | Facilitates building professional learning community at national level |
| Key Competency: 3.2.2 Social and Emotional Learning (SEL) | | | |
| Behavior Indicator: 3.2.2.1 Uses SEL knowledge and skills to achieve collective goals | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Develops self-awareness, self-management and decision making skills to achieve collective goals | Uses self-awareness, self-management, interpersonal and decision making skills to establish and maintain positive relationship within | Uses self-awareness, self-management, interpersonal and decision-making skills to establish and maintain positive relationship while dealing with relevant stakeholders | Promotes use of self-awareness, self-management, interpersonal and decision making skills to establish and maintain positive |

| | | | |
|--|--|---|---|
| | the organisation | | relationship while dealing with relevant stakeholders |
| Behavior Indicator: 3.2.2.2 Displays resilience in various situations to ensure uninterrupted education | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Explores principles and components of resilience in various situations to ensure uninterrupted education | Exhibits resilience under different situations to ensure uninterrupted education | Advocates resilience under different situations to ensure uninterrupted education | Mentors other professionals build resilience to cope with unexpected changes in education landscape |
| Key Competency: 3.2.3 Professionalism | | | |
| Behavior Indicator: 3.2.3.1 Exhibits loyalty and dedication to TSA WA SUM | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Explores avenues to exhibit loyalty and dedication to TSA WA SUM | Exhibits loyalty and dedication to TSA WA SUM in discharge of roles and responsibilities | Advocates on the importance of loyalty and dedication to TSA WA SUM | Models in exhibiting loyalty and dedication to TSA WA SUM |
| Behavior Indicator: 3.2.3.2 Practices professional code of conduct | | | |
| Foundational | Intermediate | Experienced | Advanced |
| Understands the importance of professional code of conduct | Exhibits professional code of conduct | Advocates on professional code of conduct | Mentors others on professional code of conduct |

2.7 Training Needs Analysis

The Training Needs is the difference between desired capability and current capability. The Training Needs Analysis is the process of recognizing the skills gap and needs of training. It is the procedure to determine whether the training will bring out the solution to the problem. It ensures that training is targeting the correct competencies, the correct employees and the needs of the Department. The training can reduce, if not eliminate, the gap by equipping the Curriculum Developers with knowledge and skills. It should be the shared responsibility of the employee and Department to build and enhance their capability and competency.

The training needs analysis is carried out in consultation with the stakeholders through interview, survey and FGD. The questionnaire consists of both closed and open-ended questions. The questionnaire is based on 20 behavioral indicators of different proficiency levels on Likert Scale of “Competent” and “Not Competent” followed by open ended questions asking the likely reasons for ‘Not Competent’ and suggest interventions to address the gap. The behavioral indicators were assessed by proficiency level to identify the performance gaps.

2.7.1 Training Needs Assessment at Foundational Level

| Key Role: 1. Curriculum Designer | | | | |
|---|---|---|--|--|
| Competency Areas | Description of Proficiency Level | Performance (Adequate/ Not adequate) | Likely reason for performance gap | Capacity Development Intervention |
| 1.1 Domain knowledge | Exhibits domain knowledge to ensure quality curriculum | Not adequate | Possesses Bachelor degree and has limited field experience | LTT (Masters in subject) |
| | Exhibits understanding of emerging trends and technologies in the domain to ensure currency in curriculum | Not adequate | Lack of exposure | STT (Emerging trends and technologies) |
| | Identifies values and culture to be incorporated in the domain areas | Not Adequate | Novice | STT (Values and culture) |
| | Exhibits skills to select appropriate TLM | Not Adequate | Novice | STT (TLM development) |
| | Demonstrates understanding of curriculum theories and principles to develop holistic | Not adequate | Limited knowledge of curriculum theories and principles | LTT (Curriculum theories and practice) |

| | | | | |
|--|---|--|---|--|
| | and inclusive curriculum | | | |
| | Demonstrates understanding of educational philosophy to develop relevant curriculum | Not adequate | Limited knowledge on educational philosophy | STT (Educational philosophy) |
| | Identifies appropriate pedagogies to be incorporated in the curriculum | Not adequate | Novice | STT (Pedagogies) |
| | Familiarises with emerging technological pedagogies | Not adequate | Novice | STT (Technological pedagogies) |
| | Acquires knowledge and skills of assessment tools and techniques | Not adequate | Novice | STT (Assessment tools and techniques) |
| 1.2 Curriculum research | Demonstrates understanding of research fundamentals and processes | Not adequate | Lack of research knowledge | STT (Research methodology and skills) |
| | Carries out research to develop curriculum as per national standards | | Novice | STT (Research methodology and skills) |
| Key Role: 2. Learning Facilitator | | | | |
| Key Competencies | Description of Proficiency Level | Performance (competent/Not competent) | Likely reason for performance gap | Capacity Development Intervention |

| | | | | |
|--------------------------------|---|--------------|---|--|
| 2.1 Communication | Recognises the importance of visual communication skills to develop training modules and curriculum | Not adequate | Limited knowledge of visual communication | STT (Visual communication) |
| | Applies visual communication skills to develop training modules and curriculum | Not adequate | Limited skills in visual communication | STT (Fundamentals of visual communication) |
| | Speaks clearly to orient stakeholders on curriculum related matters | Not adequate | Limited verbal communication skills | STT (Fundamentals of verbal communication) |
| 2.2 Teamwork and collaboration | Involves professionals within the organisation to implement curriculum | Not adequate | Lack of experience | STT (Networking within organisation) |
| | Involves the professionals within the organization to address the challenges in curriculum implementation | Not adequate | Lack of knowledge and experience in dealing with stakeholders | STT (Networking with the stakeholders) |
| | Explores the importance of team spirit and collaborative mindset to achieve organisational goals | Not adequate | Limited knowledge and skills | STT (Team building) |
| | Identifies sources of conflicts but requires supervisory intervention | Not adequate | Limited skills and experience | STT (Strategies to identify conflicts) |

| Key Role: 3. Instructional Leader | | | | |
|--|---|--|---|--|
| Key Competencies | Description of Proficiency Level | Performance (competent/Not competent) | Likely reason for performance gap | Capacity Development Intervention |
| 3.1 Planning and organising | Identifies attributes of a good plan (SMART principles) | Not adequate | Limited skills and knowledge in developing curricular plans | STT (Planning) |
| | Organises planned programmes under supervision | Not adequate | Limited skills and experience in organising programmes | STT (Organisational skills) |
| 3.2 Mentoring SEL | Identifies the areas for monitoring and support services | Not adequate | Limited knowledge | STT (Monitoring and support services) |
| | Identifies the professional needs of the teachers | Not adequate | Limited knowledge and experience on mentoring and coaching | STT (Mentorship and coaching) |
| | Facilitates building professional learning community within the school | Not adequate | Limited knowledge and experience on professional learning community | STT (Professional Learning Community) |
| | Develops self-awareness, self-management and decision making skills to achieve collective goals | Not adequate | Limited knowledge and experience on SEL | STT (SEL) |
| | Explores principles and components of resilience in various situations to ensure | Not adequate | Limited knowledge on importance of being resilient | STT (Characteristics of resilience) |

| | | | | |
|--|--|--------------|--------------------|------------------------------------|
| | uninterrupted education | | | |
| | Explores avenues to exhibit loyalty and dedication to TSA WA SUM | Not adequate | Limited experience | STT (Loyalty and dedication) |
| | Understands the importance of professional code of conduct | Not adequate | Novice | STT (Professional code of conduct) |

2.7.2 Training Needs Assessment at Intermediate Level

| Key Role: 1. Curriculum Designer | | | | |
|---|---|--|--|--|
| Competency Areas | Description of Proficiency Level | Performance (Adequate/Not adequate) | Likely reason for performance gap | Capacity Development Intervention |
| 1.1 Domain knowledge | Applies domain knowledge to ensure quality curriculum | Not adequate | Inadequate domain knowledge | STT (Refresher course) |
| | Applies emerging trends and technologies in the domain to ensure currency in curriculum | Not adequate | Limited exposure | STT (Emerging trends and technologies) |
| | Integrates values and culture in the domain areas | Not Adequate | Limited exposure | STT (Values and culture) |
| | Designs TLM by selecting appropriate learning materials | Not adequate | Limited experience | STT (TLM development) |

| | | | | |
|--|---|--|--|--|
| | Applies curriculum theories and principles to develop holistic and inclusive curriculum | Not adequate | Limited experience | STT (Theories and models of curriculum) |
| | Applies relevant educational philosophy to develop relevant curriculum | Not adequate | Limited exposure on application of educational | STT (Application of educational philosophy) |
| | Incorporates appropriate pedagogies for quality curriculum | Not adequate | Limited Analysis skills | STT (Pedagogies) |
| | Integrates emerging technological pedagogies | Not adequate | Limited experience | STT (Technological pedagogies) |
| | Integrates appropriate assessment tools and techniques | Not adequate | Limited experience | STT (integration on assessment tools and techniques) |
| 1.2 Curriculum research | Applies understanding of research fundamentals to assist researchers | Not adequate | Limited research knowledge and skills | STT (Research methodology and skills) |
| | Carries out research to align curriculum to international standards | Not adequate | Limited experience | STT (Research methodology and skills) |
| Key Role: 2. Learning Facilitator | | | | |
| Key Competencies | Description of Proficiency Level | Performance (competent/Not competent) | Likely reason for performance gap | Capacity Development Intervention |

| | | | | |
|--|--|--------------|---|--|
| 2.1 Communication | Identifies various visual communication skills to develop training modules and curriculum | Not adequate | Limited knowledge on application of the skills | STT (Visual communication) |
| | Applies texts and graphics to develop training modules and curriculum | Not adequate | Limited skills on application of visual communication | STT(Application of visual communication) |
| | Speaks clearly and concisely by identifying key points related to the subject matter | Not adequate | Limited verbal communication skills | STT (Effective verbal communication skills) |
| 2.2 Teamwork and collaboration | Involves local community to implement curriculum | Not adequate | Limited networking strategies and skills | STT (Networking with the community) |
| | Involves teachers to address the challenges in curriculum implementation | Not adequate | Limited experience to involve teachers in curriculum implementation | STT (Networking with the stakeholders) |
| | Identifies the skills of team spirit and collaborative mindset to achieve organisational goals | Not adequate | Limited knowledge and skills | STT (Team building) |
| | Identifies sources of conflicts and takes steps to resolve | Not adequate | Limited skills and experience | STT (Strategies to identify conflicts and resolve) |
| Key Role: 3. Instructional Leader | | | | |

| Key Competencies | Description of Proficiency Level | Performance (competent/Not competent) | Likely reason for performance gap | Capacity Development Intervention |
|--------------------------------|--|--|--|--|
| 3.1 Planning and organising | Plans activities clearly using SMART principles | Not adequate | Limited skills and knowledge to apply curricular plans | STT (Planning and implementation) |
| | Organises planned programmes independently | Not adequate | Inadequate experience to organise programmes | STT (Organisational skills) |
| 3.2 Mentoring SEL | Provides monitoring and support services using the principles of monitoring | Not adequate | Limited experience | STT (Application of monitoring and support services) |
| | Provides mentoring and coaching services | Not adequate | Limited experience on mentoring and coaching | STT (Mentorship and coaching) |
| | Facilitates building professional learning community at Dzongkhag level | Not adequate | Limited experience on building professional learning community | STT (Professional Learning Community) |
| | Uses self awareness, self management, interpersonal and decision making skills to establish and maintain positive relationship within the organisation | Not adequate | Limited experience on SEL application | STT (SEL Application) |

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|--|--|--------------|---|------------------------------------|
| | Exhibits resilience under different situations to ensure uninterrupted education | Not adequate | Limited experience on practice of resilience under different situations | STT (Resilience skills) |
| | Exhibits loyalty and dedication to TSA WA SUM in discharge of roles and responsibilities | Not adequate | Limited experience | STT (Loyalty and dedication) |
| | Exhibits professional code of conduct | Not adequate | Limited experience | STT (Professional code of conduct) |

2.7.3 Training Needs Assessment at Experienced Level

| Key Role: 1. Curriculum Designer | | | | |
|---|--|--|--|--|
| Competency Areas | Description of Proficiency Level | Performance (Adequate/Not adequate) | Likely reason for performance gap | Capacity Development Intervention |
| 1.1 Domain knowledge | Incorporates emerging domain knowledge | Not adequate | Lack of in-depth domain knowledge | STT (Refresher course, mentorship) |
| | Disseminates the application of emerging trends and technologies in the domain to stakeholders | Disseminates the application of emerging trends and technologies in the domain to stakeholders | Limited exposure | STT (Emerging trends and technologies) |
| | Advocates on values and culture | Not Adequate | Lack of experience | STT (Values and culture) |

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|--|--|--------------|---|--|
| | integrated in the domain areas | | | |
| | Designs variety of TLM by selecting appropriate learning materials | Not adequate | Limited exposure | STT (TLM development) |
| | Analyses curriculum theories and principles to develop holistic and inclusive curriculum | Not adequate | Limited exposure | STT (Theories and models of curriculum) |
| | Analyses relevant educational philosophy to develop relevant curriculum | Not adequate | Limited exposure on application of educational philosophy | STT (Analytical skills) |
| | Analyses the relevant pedagogies to be incorporated in the curriculum | | Limited experience | STT (Pedagogies) |
| | Propagates integration of emerging technological pedagogies | Not adequate | Limited experience | STT (Technological pedagogies) |
| | Propagates integration of appropriate assessment tools and techniques | Not adequate | Limited experience | STT (Propagation of assessment tools and techniques) |

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|--|---|---|--|--|
| 1.2 Curriculum research | Co-author's research | Not adequate | Limited research experience and skills | STT (Research skills and research work) |
| | Develops curriculum aligned to national and international standards | | Limited experience | STT (Curriculum Development) |
| Key Role: 2. Learning Facilitator | | | | |
| Key Competencies | Description of Proficiency Level | Performance (competent/ Not competent) | Likely reason for performance gap | Capacity Development Intervention |
| 2.1 Communication | Analyses the importance of visual communication skills to develop training modules and curriculum | Not adequate | Limited exposure | STT (Visual communication) |
| | Applies texts, graphics and videos to develop training modules and curriculum | Not adequate | Limited knowledge and experience | STT(Application of visual communication) |
| | Speaks clearly, concisely and emphatically to orient stakeholders on curriculum related matters | Not adequate | Limited exposure | STT (Effective verbal communication skills/Refresher course) |
| 2.2 Teamwork and collaboration | Involves regional communities to implement curriculum | Not adequate | Limited networking strategies and skills | STT (Networking with stakeholders within the region) |

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|--|---|--------------|---|--|
| | Involves teachers and parents to address the challenges in curriculum implementation | Not adequate | Limited experience to involve teachers and parents in curriculum implementation | STT (Networking with the stakeholders) |
| | Applies the skills of team spirit and collaborative mindset to achieve organisational goals | Not adequate | Limited experience | STT (Team building) |
| | Anticipates sources of conflicts and takes preemptive measures to resolve | Not adequate | Limited skills and experience | STT (Strategies to identify, anticipate and resolve conflicts) |

Key Role: 3. Instructional Leader

| Key Competencies | Description of Proficiency Level | Performance (competent/ Not competent) | Likely reason for performance gap | Capacity Development Intervention |
|-----------------------------|---|---|---|---|
| 3.1 Planning and organising | Incorporates changes in the plan based on the emerging needs and priorities | Not adequate | Limited skills and knowledge to analyse and modify curricular plans | STT (Planning and implementation) |
| | Adapts and organises the programme to respond to the changing needs | Not adequate | Limited experience to analyse the organisational skills | STT (Organisational skills) |
| 3.2 Mentoring SEL | Evaluates the effectiveness of | Not adequate | Limited experience | STT (Evaluation of monitoring and support services) |

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|--|---|--------------|--|---|
| | monitoring and support services | | | |
| | Assesses the impact of mentoring and coaching services | Not adequate | Limited experience on mentoring and coaching | STT (Mentorship and coaching) |
| | Facilitates building professional learning community at regional level | Not adequate | Limited experience on building professional learning community | STT (Professional Learning Community) |
| | Uses self-awareness, self-management, interpersonal and decision making skills to establish and maintain positive relationship while dealing with relevant stakeholders | Not adequate | Limited experience on SEL application | STT (SEL Application) |
| | Advocates resilience under different situations to ensure uninterrupted education | Not adequate | Limited skills on advocating resilience | STT (Advocacy skills) |
| | Advocates on the importance of loyalty and dedication to TSA WA SUM | Not adequate | Limited skills on advocacy | STT (Loyalty and dedication) |
| | Advocates on professional code of conduct | Not adequate | Limited skills on advocacy | STT (Advocacy skills on professional code of conduct) |

2.7.4 Training Needs Assessment at Advanced Level

| Key Role: 1. Curriculum Designer | | | | |
|---|--|--|--|---|
| Competency Areas | Description of Proficiency Level | Performance (Adequate/Not adequate) | Likely reason for performance gap | Capacity Development Intervention |
| 1.1 Domain knowledge | Propagates emerging domain knowledge to relevant professional community | Not adequate | Limited experience to propagate emerging knowledge and skills | STT (Integration of emerging knowledge and skills) |
| | Facilitates implementation of emerging trends and technologies in other domains | Not adequate | Lack of experience to lead others | STT (Emerging trends and technologies, Mentorship) |
| | Mentors others to incorporate values and culture in the domain areas | Not Adequate | Limited mentoring skills | STT (Mentorship) |
| | Leads other professionals in designing and developing appropriate TLM | Not adequate | Lack of leadership skills | STT (TLM development, mentorship) |
| | Guides others to apply curriculum theories and principles to develop holistic and inclusive curriculum | Not adequate | Lack of expertise to guide professionals on curriculum theories and principles | STT (Emerging trends in curriculum theories and principles) |
| | Mentors others to apply educational philosophy to develop relevant curriculum | Not adequate | Limited experience to guide professionals on applying | STT (Guidance on educational philosophy, mentorship) |

| | | | | |
|--|--|--|--|---|
| | | | educational philosophy | |
| | Advocates the application of appropriate pedagogies in different contexts | Not adequate | Limited experience | STT (Pedagogies) |
| | Leads in integrating emerging technological pedagogies | Not adequate | Limited experience | STT (Technological pedagogies) |
| | Mentors others in integrating appropriate assessment tools and techniques | Not adequate | Limited experience | STT (Mentorship on assessment tools and techniques) |
| 1.2 Curriculum research | Carries out research independently | Not adequate | Limited experience to guide professionals in research work | STT (Research skills and research work) |
| | Mentors others to develop curriculum aligned to national and international standards | Not adequate | Limited experience | STT (Curriculum Development/Mentorship) |
| Key Role: 2. Learning Facilitator | | | | |
| Key Competencies | Description of Proficiency Level | Performance (competent/Not competent) | Likely reason for performance gap | Capacity Development Intervention |
| 2.1 Communication | Mentors professionals on visual communication skills to develop | Not adequate | Lack of mentoring skills | STT (Visual communication, Mentorship) |

| | | | | |
|--|---|--|---|---|
| | training modules and curriculum | | | |
| | Facilitates on use of relevant visual communication skills | Not adequate | Lack of mentoring skills | STT(Facilitation on use of visual communication) |
| | Speaks clearly, concisely, emphatically and engages others in discussion in various contexts | Not adequate | Limited exposure to different contexts | STT (Effective verbal communication skills/Refresher course) |
| 2.2 Teamwork and collaboration | Involves various stakeholders at national level to implement curriculum | Not adequate | Lack of exposure and networking strategies and skills | STT (Networking with stakeholders at national level) |
| | Involves the teachers, parents and policy makers to address the challenges in curriculum implementation | Not adequate | Limited experience to involve teachers, parents, and policy makers in curriculum implementation | STT (Networking with the stakeholders) |
| | Fosters team spirit and collaborative mindset within the team to achieve organisational goals | Not adequate | Limited experience | STT (Team building) |
| | Helps others to resolve conflicts | Not adequate | Limited skills and experience | STT (Strategies to mentor others on how to resolve conflicts) |
| Key Role: 3. Instructional Leader | | | | |
| Key Competencies | Description of Proficiency Level | Performance (competent/Not competent) | Likely reason for performance gap | Capacity Development Intervention |

| | | | | |
|--------------------------------------|--|--------------|--|--|
| 3.1 Planning and organising | Provides guidance to other professionals in planning activities | Not adequate | Limited skills and knowledge to train other professionals | STT (Curriculum planning and implementation, mentorship) |
| | Uses innovative strategies to organise the programmes | Not adequate | Limited experience in mentoring professionals | STT (Organisational skills, mentorship) |
| 3.2 Mentoring SEL | Guides professionals on monitoring and support services | Not adequate | Limited experience | STT (Monitoring and support services, mentorship) |
| | Provides recommendation to others on mentoring and coaching services | Not adequate | Limited experience on mentoring and coaching | STT (Mentorship and coaching) |
| | Facilitates building professional learning community at national level | Not adequate | Limited experience on building professional learning community | STT (Professional Learning Community) |
| | Promotes use of self-awareness, self-management, interpersonal and decision-making skills to establish and maintain positive relationship while dealing with relevant stakeholders | Not adequate | Limited experience on SEL application | STT (SEL advocacy) |
| | Mentors other professionals build resilience to cope with unexpected changes in | Not adequate | Limited skills on mentoring others on building resilience | STT (Leadership skills on fostering resilience) |

| | | | | |
|--|---|--------------|--------------------|---|
| | education landscape | | | |
| | Models in exhibiting loyalty and dedication to TSA WA SUM | Not adequate | Limited experience | STT (Loyalty and dedication) |
| | Mentors others on professional code of conduct | Not adequate | Limited experience | STT (Leadership skills on professional code of conduct) |

2.8 Short-term Program and Learning Objectives

The framework has highlighted the likely reasons for the gaps and interventions proposed above. In order to provide a capacity building program, the following are the expected learning objectives. The respective proficiency level officials will be able to achieve the objectives mentioned against each of the training.

| Foundational Proficiency Level (P5 - P4) | | | |
|---|---|----------------------------------|---|
| Sl. # | Training/Intervention | Methods of Implementation | Learning Objectives |
| 1 | Can be sufficed with mentoring and coaching | Mentoring and coaching | As per the learning objectives stated for respective BIs |
| Intermediate Proficiency Level (P3) | | | |
| Sl. # | Methods of Intervention/Training Requirement | Methods of Implementation | Learning Objectives |
| 1 | Teaching Learning Material development incorporating emerging trends and technologies | STT | 1. Acquire skills to design variety of TLM 2. Identify emerging trends and technologies 3. Integrate emerging trends and technologies in the curriculum |
| 2 | Effective communication skills | STT | 1. Identify types of communication skills |

| | | | <ul style="list-style-type: none"> 2. Select relevant mode of communication skills for effective to conduct training programmes 3. Apply appropriate and effective communication skills for training, coaching and mentoring 4. Apply effective communication skills to build community partnership and team spirit |
|---|---|---------------------------|--|
| 3 | Applied Research: Design, Instrumentation and Report | STT | <ul style="list-style-type: none"> 1. Explain research methodology and designs to carry out research 2. Acquire research knowledge and skills to carry out research 3. Develop curriculum aligned to national and international standards based on empirical evidence |
| Experienced Proficiency Level (P2) | | | |
| Sl. # | Methods of Intervention/Training Requirement | Methods of Implementation | Learning Objectives |
| 1 | Curriculum theories, principles and educational philosophy | STT | <ul style="list-style-type: none"> 1. Explain different curriculum theories and principles 2. Apply relevant curriculum theories and principles 3. Apply educational philosophy to develop curriculum |
| 2 | Effective pedagogies and assessment practices for inclusive and quality education | STT | <ul style="list-style-type: none"> 1. Gain skills to analyse appropriate pedagogies 2. Acquire skills to integrate effective assessment tools and techniques 3. Acquire skills to mentor others on pedagogies and assessment practice |
| 3 | Program planning and management | STT | <ul style="list-style-type: none"> 1 Identify organisational knowledge and skills 2. Apply the skills and processes of planning to organise programmes 3. Apply the skills to develop plan and strategies for curriculum delivery |
| Advanced Proficiency Level (P1) | | | |

| Sl. # | Methods of Intervention/Training Requirement | Methods of Implementation | Learning Objectives |
|-------|--|---------------------------|--|
| 1 | Social Emotional Learning skills | STT | 1. Establish understanding of SEL 2. Apply components of SEL knowledge and skills to achieve common goals 3. Identify principles and components of resilience 4. Apply the principles of resilience to resolve issues and conflicts |
| 2 | Educational leadership | STT | 1. Gain knowledge and skills on leadership and professional code of conduct 2. Apply skills to exhibit professional code of conduct 3. Acquire skills to lead others in cultivating habits of professionalism 4. Help internalise the value of loyalty and dedication |

2.9 Proposed Long-term Program (Specialization)

| Program |
|---|
| LTT (Masters in the subject/Curriculum and Instruction) |

2.10 Implementation of Competency based Framework

The implementation of training and other intervention has to be based on the mandatory **program/interventions** listed under section under the training needs analysis (Section 2.8) of this document. The mandatory list of training/intervention includes all the programs against the behavior indicators that are found to be “Not Competent” under the Training Needs Analysis. However, for implementation, it has to be prioritized based on the following:

- a. Annual prioritization
- b. Most critical area of intervention
- c. Availability of the resource allocation
- d. Rationalization of selection of participants

Implementation has to be initiated and spearheaded by the department concerned or parent agency in close coordination and collaboration with the respective HR Division.

2.11 Recommendations

Recommendations for the capacity building program.

- ★ Inhouse training
- ★ Mentoring and coaching,
- ★ LTT/STT with a follow up mechanism.
- ★ Cascading of the training programmes
- ★ Institute training impact assessment

3 Conclusion

CBF is a model that broadly defines the blueprint for excellent performance within an organisation focusing on the competencies of the professionals. ... It aims to guide an organization to identify the skills needed by employees, assist continuous development and professionalization to deliver responsibilities effectively and enhance efficiency. It also helps the organisation to communicate which behaviours are required, valued, recognized and rewarded with respect to the roles of professionals. In a nutshell, it emphasises on the development of the required competencies and outcomes of the professionals rather than the duties and responsibilities, which might change with the change of job.

Competency Based Framework is intended to motivate and incentivise professionals to perform and deliver superior performance. It focuses on people which reflect unique characteristics of people doing the job rather than focusing on job or duties. The implementation of CBF is expected to facilitate recruitment and deployment, human resource development and performance management of an organisation. It also ensures that employees in general have a common understanding of the organization's values and expected excellent performance behaviours. Thus, CBF is intended to enhance professionalism with effective and superior service delivery.

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