



Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division Superintendent

October 7, 2020

DIVISION MEMORANDUM
No. 469s. 2020

**NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE
PROFESSIONAL STANDARDS FOR SCHOOL HEADS**

TO: ASDSs
OIC-Chief CID
Chief SGOD
Public Schools District Supervisors (PSDSs)/ACTING PSDSs
Public and Private Elementary and Secondary School Heads
ALL OTHERS CONCERNED

1. Attached is Regional Memorandum No. 0481, s. 2020 dated October 5, 2020 entitled "**NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR SCHOOL HEADS (PPSSH)**", contents of which are self-explanatory for the information and guidance of all concerned.
2. For more details, please see attached DepEd ORDER for information and guidance.
3. Immediate dissemination and strict compliance with this Order is directed.


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Schools Division Superintendent 



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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

SGDD HR

Take charge

10/6/20

OCT 05 2020

Office of the Regional Director

REGIONAL MEMORANDUM
No. 0481, s. 2020

NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR SCHOOL HEADS

To: Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education issues a DepEd ORDER No. 024, s. 2020 titled **National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH)**, which is self explanatory.
2. For more details, please see attached DepEd ORDER for information and guidance.
3. Immediate dissemination and strict compliance with this Order is directed.

SALUSTIANO T. JIMENEZ JD, EdD, CESO V
Director III
OIC-Regional Director

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Republic of the Philippines
Department of Education

07 SEP 2020

DepEd ORDER
No. **024**, s. 2020

**NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE
PROFESSIONAL STANDARDS FOR SCHOOL HEADS**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. In line with the commitment of the Department of Education (DepEd) to support school heads so they can better perform their roles in schools, including the improvement of teacher quality, and, through this, learner achievement, the DepEd issues this Order titled **National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH)**.
2. The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of school heads based on the principles of career-long learning. The DepEd upholds that quality student learning is contingent upon quality teachers, who are supported by quality school leaders.
3. The changes brought about by various national and global frameworks such as the K to 12 Basic Education Program, ASEAN Integration, globalization, and the changing character of 21st century learners necessitate a call for the rethinking of the National Competency-Based Standards for School Heads (NCBSSH).
4. This policy institutionalizes the PPSSH as a public statement of professional accountability for school heads to reflect on and assess their own practice as they aspire for and pursue professional development. This policy is consistent with the implementation of the Philippine Professional Standards for Teachers adopted through DepEd Order No. 42, s. 2017, the transformation of the National Educators Academy of the Philippines pursuant to DO 011, s. 2019, and the implementation of the Philippine Professional Standards for Supervisors (PPSS).
5. The development and validation work of the PPSSH, led by the Bureau of Human Resource and Organizational Development (BHROD) and the National Educators Academy of the Philippines (NEAP), in collaboration with the Philippine National Research Center for Teacher Quality (RCTQ), has ensured that this set of standards is K to 12 aligned, internationally comparable, and responsive to the career aspirations of school heads.

6. The PPSSH aims to:
- a. set out clear expectations of school heads along well-defined career stages of professional development from beginning to exemplary practice;
 - b. engage school heads to actively embrace a continuing effort to attain high levels of proficiency; and
 - c. provide support for professional learning and development, help identify development needs and facilitate uniform assessment of performance.
7. School heads or principals in private schools are encouraged to use the PPSSH.
8. DepEd Order No. 32, s. 2010 is hereby rescinded. All other DepEd Orders and other related issuances, rules and regulations and provisions, which are inconsistent with this Order are repealed, rescinded, or modified accordingly.
9. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl:
As stated

References:

DepEd Order: (Nos. 32, s. 2010; 42, s. 2017 and 011, s. 2019)

To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
OFFICIALS
POLICY
PROGRAMS
SCHOOLS

SMMA – DO National Adoption and Implementation of PSSH
June 19, 2020



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DEPED-OSEC-434191

NATIONAL ADOPTION AND IMPLEMENTATION OF THE PHILIPPINE PROFESSIONAL STANDARDS FOR SCHOOL HEADS

I. Rationale

1. School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and “holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress” (DepEd Order No. 42, s. 2017). This is consonant with the DepEd’s vision of producing “Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DO No. 36, s. 2013).
2. Teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. The Organisation for Economic Co-operation and Development (OECD, 2018, p.20) states that the “quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development.”
3. The changes brought about by various national and global frameworks such as the K to 12 Basic Education Program, ASEAN Integration, globalization, and the changing character of 21st century learners necessitate a call for the rethinking of DO No. 32, s. 2010 titled the National Adoption and Implementation of the National Competency-Based Standards for School Heads (NCBSSH). This entails the review of the competency standards to ensure that they respond to the new demands due to the changes in the education environment.
4. The **Philippine Professional Standards for School Heads (PPSSH)** introduces a continuum of professional practice that supports school heads to pursue career progression amid various national and international reforms such as the K to 12 Basic Education Program and the Philippine Professional Standards for Teachers, as well as ASEAN integration, globalization, and the changing character of the 21st century learners.

II. Scope of the Policy

5. This DepEd Order directs the adoption and implementation of the PPSSH in the Department.
6. School heads or principals in private schools are highly encouraged to adopt the PPSSH.



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III. Definition of Terms

7. For the purposes of this policy, the terms below shall be defined and understood as:
- a. **Domain** – A broad conceptual sphere of school leadership practices defined by specific strands in the Philippine Professional Standards for School Heads;
 - b. **Indicator** – Concrete, observable and measurable school head behavior/ practice covered in every strand in the Philippine Professional Standards for School Heads;
 - c. **Professional Standards** – Professional practice expected of quality professionals to achieve at every stage of their career;
 - d. **School Head** – Person “responsible for administrative and instructional supervision of a school or cluster of schools” (Republic Act 9155, Section 4); and
 - e. **Strand** – A specific dimension of practice under a domain in the Professional Standards.

IV. Policy Statement

8. The Department institutionalizes a set of professional standards for school heads, which articulates the professional practice expected of a quality school head. The PPSSH shall be the foundation of relevant human resource systems, policies, guidelines and mechanisms, including the recruitment, selection and placement, performance appraisal, rewards and recognition and talent management of school heads, and the basis for all their professional development programs. Through the PPSSH, DepEd commits to:
- a. support school heads in the performance of their mandates and roles in the regions, schools divisions and/or schools, including the improvement of teacher quality, and, eventually, learner achievement;
 - b. promote the continuing professional development and advancement of school heads based on the principles of career-long learning; and
 - c. help school heads reflect on and assess their own practice as they aspire for and pursue professional development.

V. The PPSSH Framework

9. The PPSSH Framework adheres to the following principles:
- a. It is learner-centered;
 - b. It emphasizes building and strengthening a network of stakeholders for school and people effectiveness;
 - c. It reflects the understanding of problems and issues at the school and the need to address them;



- d. It focuses on developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel;
 - e. It reflects values and concepts in promoting school success;
 - f. It regards supervision as a crucial organizational behavior in school management;
 - g. It highlights the importance of accountability and transparency of school heads; and,
 - h. It is anchored on the principles of inclusivity.
10. The PPSSH defines professional standards that constitute a quality school head. It shall serve as a public statement of professional accountability of school heads. It sets out what school heads are expected to know, be able to do, and value as they progress in their profession. It provides a common language for high-impact leadership expected of school heads to guide individual professional reflections, as well as professional discussions among educational leaders and other stakeholders, and to inform the provision of professional learning and development for school heads.
 11. The PPSSH Framework (Figure 1) depicts the synergy between maximizing school effectiveness and ensuring people effectiveness through a broad sphere of instructional and administrative practices stipulated in the five domains of the PPSSH:
 - a. Leading Strategically,
 - b. Managing School Operations and Resources,
 - c. Focusing on Teaching and Learning,
 - d. Developing Self and Others, and
 - e. Building Connections.
 12. The five domains constitute a broad conceptual sphere of leadership practices for all school heads. The placement of learners at the center of the framework emphasizes the important role of school heads for the improvement of learner achievement.

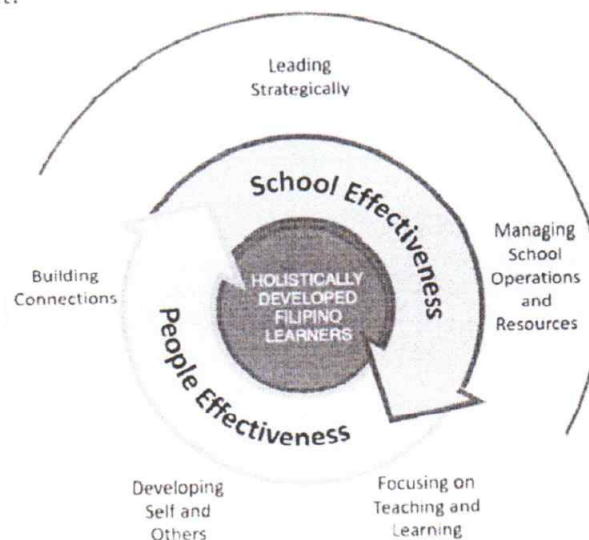


Figure 1. The PPSSH Framework



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VI. Procedure

13. The Bureau of Human Resource and Organizational Development (BHROD) shall review and ensure that relevant human resource systems, policies, guidelines, and processes, including the selection, hiring, performance appraisal and promotion and talent management of school heads are anchored on the professional standards as defined in the PPSSH.
14. The National Educators Academy of the Philippines (NEAP) shall review and ensure that the design of all professional development interventions and programs for school heads, whether developed and implemented by internal or external stakeholders, are anchored on the professional standards.
15. The BHROD and NEAP shall promote and ensure wide dissemination of the professional standards in DepEd through the conduct of orientations and capability-building activities in all governance levels.
16. The Regional Offices through the NEAP in the Regions shall facilitate and organize the conduct of orientations and capability-building activities on PPSSH in all the schools divisions within their jurisdictions. In addition, they shall supervise, monitor and evaluate the Schools Division Offices as they cascade the PPSSH within their respective jurisdictions.
17. Reporting of the conduct of orientations and capability-building activities on the PPSSH and other related activities shall be done by the Regional Offices to the Office of the Secretary through the BHROD and NEAP.

VII. Monitoring and Evaluation

18. The BHROD shall monitor and evaluate the achievement of the professional standards among the school heads through the adoption and implementation of the PPSSH in human resource systems, policies, guidelines, and mechanisms.
19. The NEAP shall monitor and evaluate the achievement of professional standards through the implementation of all professional development interventions and programs for school heads, whether developed and implemented by internal or external stakeholders.
20. Ultimately, the BHROD and NEAP shall ensure that the school heads in the Department embody the professional standards as defined in the PPSSH.

VIII. Effectivity

21. This DepEd Order shall take effect immediately after its publication in the Official Gazette or in two newspapers of general circulation, and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.



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IX. Transitory Provisions

22. Notwithstanding the issuance of this DepEd Order, existing policies shall govern the Department's human resource systems, mechanisms, rules and regulations until implementing guidelines anchored on the PPSSH are issued.

X. References

Government of the Philippines. 2001. RA 9155. *An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, Culture and Sports as the Department of Education, and for Other Purposes*. Manila.

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<http://dx.doi.org/10.1787/9789264301603-en>



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Philippine Professional Standards for School Heads



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The Philippine Professional Standards for School Heads was developed through the Philippine National Research Center for Teacher Quality (RCTQ), a partnership between the Philippine Normal University and the University of New England-Australia, with support from the Australian Government.

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INTRODUCTION

RATIONALE

School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning to happen. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and "holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress" (DepEd Order No. 42, s. 2017, p.3). This is in consonance with the DepEd's vision of producing "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013).

International research evidence shows unequivocally that teacher quality is vital in raising learner achievement. However, teachers alone cannot bring about substantive changes without effective leadership. "The quality of an education system depends on the quality of its teachers; but the quality of teachers cannot exceed the quality of the policies that shape their work environment in school and that guide their selection, recruitment and development" (Organisation for Economic Co-operation and Development, 2018, p. 20).

Furthermore, changes brought about by various national reforms such as the K to 12 Basic Education Program (RA 10533; DepEd Order No. 21, s. 2019) and the Philippine Professional Standards for Teachers

(DO 42, s. 2017), as well as ASEAN integration, globalization, and the changing character of the 21st century learners have made it imperative for school heads to improve their professional practices and address their career progression.

Since "the quality of an education system cannot exceed the quality of its teachers" (McKinsey and Company, 2007, p. 11), there is a need to establish a collaborative system in which school heads are responsive to the professional development needs of teachers. This entails the development of professional standards for school heads to ensure that they are productively contributing to the delivery of quality, accessible, relevant and liberating basic education.

ROLES OF SCHOOL HEADS

School heads, as key leaders in the country's education system, are indispensable in achieving the government's aim to provide quality basic education. Republic Act No. 9155, or the Governance of Basic Education Act of 2001, defines a school head as "a person responsible for administrative and instructional supervision of a school or cluster of schools" (Section 4).

School heads have the authority, responsibility and accountability for taking care of people in schools (people effectiveness) while maximizing organizational performance and

health (school effectiveness) by setting the direction of schools, managing their systems and processes, promoting quality teaching and learning, nurturing themselves and others, and engaging stakeholders in initiatives towards the improvement of school communities.

PROFESSIONAL STANDARDS FOR SCHOOL HEADS

DepEd, in its effort to achieve quality leadership and management, implements various initiatives, including the implementation of DepEd Order No. 32, series of 2010 – otherwise known as the National Adoption and Implementation of the National Competency-Based Standards for School Heads (NCBSSH).

With the implementation of the K to 12 Basic Education Program and the Philippine Professional Standards for Teachers, there is a need for DepEd to complement these reforms by ensuring that the current set of standards for school heads is K to 12 aligned and internationally comparable, leading to the development of the Philippine Professional Standards for School Heads.

The Philippine Professional Standards for School Heads, which is aligned with local and international frameworks, complements the reform initiatives on teacher and school leader qualities as it addresses career stages for professional development.

It articulates what constitutes school leadership quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective leadership and management.

This set of standards makes explicit what school heads should know, be able to do and value to achieve improved learning outcomes and teacher quality. It is founded on guiding principles of learner-centeredness, lifelong learning, and inclusivity, among others. The professional standards, therefore, becomes a public statement of professional accountability that can help school heads reflect on and assess their own practices as they aspire for personal and professional development.

SCHOOL LEADERSHIP QUALITY IN THE PHILIPPINES

The Philippine Professional Standards for School Heads defines school leadership quality in the Philippines. The Standards describes the expectations of school heads' increasing levels of knowledge, practice and professional engagement. At the same time, the Standards allows for school heads' growing understanding, applied with increasing sophistication across a broader and more complex range of leadership and management situations.

The following describes the breadth of five domains that are required of school heads to be effective

in the 21st century. Quality school heads in the Philippines need to:

- **Set the direction of the school.** They set the direction, goals and objectives of the school and ensure that these are understood and embraced by all stakeholders. They identify and comprehend relevant sources of information such as existing laws, policies, research, feedback and contexts, and also establish their connections and alignment. They manifest complete understanding of the school's current and desired states and execute various collaborative strategies with stakeholders to respond appropriately to the dynamic and rapidly evolving needs of the school. They are committed to a strategic course of action consistent with institutional goals towards maximizing organizational performance.
- **Manage the systems and processes in the school.** They understand and implement laws, policies, guidelines, and issuances that relate to the management of human, financial and material resources. They establish a culture of transparency and accountability in the continuous delivery of basic education services. They are committed in ensuring efficiency, effectiveness, and fairness in discharging functions towards maximizing organizational health.
- **Promote quality teaching and learning.** They are equipped with knowledge, skills, and attitudes in providing technical assistance on instruction that relates to curriculum, practice, and performance. They also create a learner-centered environment that ensures access to inclusive, excellent, relevant, and liberating education. They are committed in providing instructional leadership towards improving competence among teachers and outcomes among learners.
- **Nurture themselves and others.** They reflect on their personal and professional development to enhance their competencies in leading and developing people as they support their personnel's professional development and welfare. They also provide others the means for development such as opportunities to learn, reflect, lead, and progress in their profession. They are committed in ensuring people and team effectiveness.
- **Engage stakeholders.** They engage stakeholders in initiatives towards the improvement of school communities. They are responsible and accountable for inculcating a deeper understanding of the vision, mission and core values and directions of the school to relevant entities. They possess skills in relating with, dealing with, and in forging relationships with people. They build relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment towards sharing the same vision for the attainment of institutional goals. They are committed in advocating that education is everyone's responsibility.

GUIDING PRINCIPLES

1. PPSSH is learner-centered.

This principle states that the learner is the heart of educational supervision. School heads are expected to “foster safe, caring and supportive school learning communities and promote rigorous curricula, instructional and assessment systems” (National Policy Board for Educational Administration, 2015, p. 4).

2. PPSSH emphasizes on building and strengthening a network of stakeholders for school and people effectiveness.

This principle requires school heads to “build and strengthen a network of organizational supports—the professional capacity of teachers and staff, the professional community in which they learn and work, family and community engagement, and effective, efficient management and operations of the school” (National Policy Board for Educational Administration, 2015, p. 4).

3. PPSSH reflects the understanding of problems and issues at the school and the need to address them.

This principle states that school heads are expected to reflect on the pervasive needs and/or concerns of learners, teachers, parents, community and other stakeholders in order to address them effectively.

4. PPSSH focuses on developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel.

This principle revolves around the idea that school heads are responsible in developing people (such as teachers and the community) and in improving school practices by addressing the professional and personal needs of teachers and enhancing the school’s learning environment.

5. PPSSH reflects values and concepts important in promoting school success.

This principle highlights the importance of promoting the stated values and concepts at the school level in order to foster a high level of commitment among stakeholders.

6. PPSSH regards supervision as a crucial organizational behavior in school management.

This principle highlights the relevance of supervision in setting directions in the school to achieve its goals and objectives for the benefit of the learners.

7. PPSSH highlights the importance of accountability and transparency of school heads.

This principle states that the decisions and actions of school heads are open to public scrutiny and the public has a right to access information. School heads acknowledge and assume responsibility and have the obligation to report, explain, and be answerable for their actions, products, decisions and policies (RA 9155, Chapter 1, Section 5).

8. PPSSH is anchored on the principles of inclusivity.

The principles of inclusivity recognize the unique and specific needs of individuals and groups in learning and work environments. They affirm and accommodate diversity arising from, but not limited to, religious, cultural, linguistic, and gender differences.

DOMAINS AND STRANDS

The five (5) domains collectively comprise 34 strands that refer to specific dimensions of school leadership practices.

DOMAIN 1: Leading Strategically

- 1.1 Vision, mission and core values
- 1.2 School planning and implementation
- 1.3 Policy implementation and review
- 1.4 Research and innovation
- 1.5 Program design and implementation
- 1.6 Learner voice
- 1.7 Monitoring and evaluation processes and tools

DOMAIN 4: Developing Self and Others

- 4.1 Personal and professional development
- 4.2 Professional reflection and learning
- 4.3 Professional networks
- 4.4 Performance management
- 4.5 Professional development of school personnel
- 4.6 Leadership development in individuals and teams
- 4.7 General welfare of human resources
- 4.8 Rewards and recognition mechanism

DOMAIN 2: Managing School Operations and Resources

- 2.1 Records management
- 2.2 Financial management
- 2.3 School facilities and equipment
- 2.4 Management of staff
- 2.5 School safety for disaster preparedness, mitigation and resiliency
- 2.6 Emerging opportunities and challenges

DOMAIN 5: Building Connections

- 5.1 Management of diverse relationships
- 5.2 Management of school organizations
- 5.3 Inclusive practice
- 5.4 Communication
- 5.5 Community engagement

DOMAIN 3: Focusing on Teaching and Learning

- 3.1 School-based review, contextualization and implementation of learning standards
- 3.2 Teaching standards and pedagogies
- 3.3 Teacher performance, feedback
- 3.4 Learner achievement and other performance indicators
- 3.5 Learning assessment
- 3.6 Learning environment
- 3.7 Career awareness and opportunities
- 3.8 Learner discipline

CAREER STAGES

Career Stage 1

Career Stage 1 School Heads (aspiring school heads) have acquired the prerequisite qualifications for the school head position.

They demonstrate basic knowledge and understanding of the authority, responsibility, and accountability expected of school heads as described in the Philippine Professional Standards for School Heads.

They have also acquired the minimum qualifications to perform their functions as instructional leaders and administrative managers.

They are equipped with exceptional teaching and/or leadership skills described by Career Stage 3 and/or Career Stage 4 in the Philippine Professional Standards for Teachers or other relevant equivalent qualifications and experiences.

Career Stage 2

Career Stage 2 School Heads apply the required knowledge and understanding of the authority, responsibility, and accountability expected of them as described in the Philippine Professional Standards for School Heads.

They are professionally independent in performing their functions as instructional leaders and administrative managers.

They maintain school effectiveness and people effectiveness by leading strategically, managing school operations and resources, focusing on teaching and learning, developing themselves and others, and building connections.

They reflect on their practices for improvement and seek to involve all school personnel in professional learning and career advancement.

Career Stage 3

Career Stage 3 School Heads consistently display an in-depth knowledge and understanding of the authority, responsibility, and accountability expected of them as described in the Philippine Professional Standards for School Heads.

They exhibit advanced skills in performing their functions as instructional leaders and administrative managers.

They establish shared governance with the wider school community in the efficient and effective implementation of school policies, programs, and other initiatives towards the attainment of institutional goals.

They continuously reflect on and take steps to address their developmental needs and those of other school personnel and learners.

Career Stage 4

Career Stage 4 School Heads consistently exhibit mastery in their application of the authority, responsibility, and accountability expected of them as described in the Philippine Professional Standards for School Heads.

They model the highest standards of practice in performing their functions as instructional leaders and administrative managers.

They empower the wider school community in the implementation of school policies, programs, projects, and activities towards school community transformation.

They commit to inspire all school personnel and fellow school leaders to continuously pursue excellence and create lifelong impact in the school and community.

DOMAIN 1

Leading Strategically

DOMAIN 1, *Leading Strategically*, highlights the role of school heads in setting the direction, goals and objectives of schools, and in ensuring that these are understood and embraced by all stakeholders. This Domain encompasses the school heads' commitment to a strategic course of action consistent with institutional goals towards maximizing organizational performance.

In this domain, school heads are expected to identify and comprehend relevant sources of information such as existing laws, policies, research, feedback and contexts, and establish their connections and alignment. School heads should have a complete understanding of schools' current and desired states. They should support in executing various collaborative strategies with stakeholders to respond appropriately to the dynamic and rapidly evolving needs of schools.



DOMAIN 1: LEADING STRATEGICALLY

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 1.1 Vision, mission and core values	1.1.1 Demonstrate knowledge of the DepEd vision, mission and core values to foster shared understanding and alignment of school policies, programs, projects and activities.	1.1.2 Communicate the DepEd vision, mission and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects and activities.	1.1.3 Collaborate with school personnel in communicating the DepEd vision, mission and core values to the wider school community to strengthen shared understanding and alignment of school policies, programs, projects and activities.	1.1.4 Serve as a role model in the school and the wider school community in embodying the DepEd vision, mission and core values to sustain shared understanding and alignment of school policies, programs, projects and activities.
Strand 1.2 School planning and implementation	1.2.1 Demonstrate knowledge and understanding of the phases of development and implementation of school plans aligned with institutional goals and policies.	1.2.2 Develop and implement with the planning team school plans aligned with institutional goals and policies.	1.2.3 Engage the school community in the development and implementation of school plans aligned with institutional goals and policies.	1.2.4 Share with fellow school heads best practice in the development and implementation of school plans aligned with institutional goals and policies.
Strand 1.3 Policy implementation and review	1.3.1 Demonstrate knowledge and understanding of policy implementation and review to ensure that school operations are consistent with national and local laws, regulations and issuances.	1.3.2 Undertake policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations and issuances.	1.3.3 Engage stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations and issuances.	1.3.4 Recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 1.4 Research and innovation	1.4.1 Identify relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	1.4.2 Utilize relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	1.4.3 Collaborate with school personnel in the conduct of research and utilization of findings in facilitating data-driven and evidence-based innovations to improve school performance.	1.4.4 Promote a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.
Strand 1.5 Program design and implementation	1.5.1 Display understanding of the implementation of programs in the school that support the development of learners.	1.5.2 Implement programs in the school that support the development of learners.	1.5.3 Design and implement needs-based programs in the school that support the development of learners.	1.5.4 Lead and empower school personnel in designing and implementing needs-based programs in the school that support the development of learners.
Strand 1.6 Learner voice	1.6.1 Demonstrate knowledge and understanding of utilizing learner voice to inform policy development and decision-making towards school improvement.	1.6.2 Utilize learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	1.6.3 Design and apply effective strategies in utilizing learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	1.6.4 Systematize processes in utilizing learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.
Strand 1.7 Monitoring and evaluation processes and tools	1.7.1 Display knowledge and understanding of monitoring and evaluation processes and tools to promote learner achievement.	1.7.2 Utilize available monitoring and evaluation processes and tools to promote learner achievement.	1.7.3 Design supplemental monitoring and evaluation tools following standard processes to promote learner achievement.	1.7.4 Lead in the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement.



DOMAIN 2

Managing School Operations and Resources

DOMAIN 2. *Managing School Operations and Resources*, centers on the role of school heads in managing systems and processes in schools. This Domain highlights the school heads' commitment in ensuring efficiency, effectiveness, and fairness in discharging functions towards maximizing organizational health.

In this domain, school heads understand and implement laws, policies, guidelines, and issuances that relate to the management of human, financial, and material resources. They should provide support in establishing a culture of transparency and accountability in the continuous delivery of basic education services.