07 SEP 2020

DepEd O R D E R
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

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DEPED-OSEC-434191

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

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.

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.
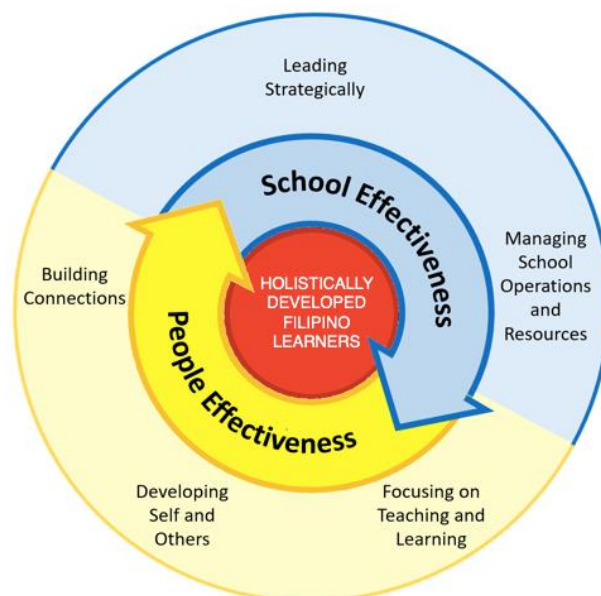

Figure 1. The PPSSH Framework

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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Philippine Professional Standards for School Heads

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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 address-es 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 effec-

tive 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 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 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

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 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

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.

DOMAIN 2: MANAGING SCHOOL OPERATIONS AND RESOURCES

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 2.1 Records management	2.1.1 Demonstrate skills in managing school data and information using technology, including ICT.	2.1.2 Manage school data and information using technology, including ICT, to ensure efficient and effective school operations.	2.1.3 Capacitate school personnel in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	2.1.4 Exhibit best practice in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.
Strand 2.2 Financial management	2.2.1 Demonstrate knowledge and understanding of policies, guidelines and issuances in managing finances such as allocation, procurement, disbursement and liquidation aligned with the school plan.	2.2.2 Manage finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	2.2.3 Exhibit efficient and effective practices in the management of finances consistently adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	2.2.4 Create and implement a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.
Strand 2.3 School facilities and equipment	2.3.1 Demonstrate knowledge and understanding of policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal in managing school facilities and equipment.	2.3.2 Manage school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	2.3.3 Establish shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	2.3.4 Systematize processes in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 2.4 Management of staff	2.4.1 Demonstrate knowledge and understanding of laws, policies, guidelines and issuances on managing school staff.	2.4.2 Manage staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines and issuances based on the needs of the school.	2.4.3 Engage school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.	2.4.4 Empower school personnel in sustaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.
Strand 2.5 School safety for disaster preparedness, mitigation and resiliency	2.5.1 Demonstrate knowledge and understanding of laws, policies, guidelines and issuances on managing school safety for disaster preparedness, mitigation and resiliency in ensuring continuous delivery of instruction.	2.5.2 Manage school safety for disaster preparedness, mitigation and resiliency to ensure continuous delivery of instruction.	2.5.3 Work with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction.	2.5.4 Institutionalize the effective management of school safety for disaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction.
Strand 2.6 Emerging opportunities and challenges	2.6.1 Identify emerging opportunities and challenges in addressing the needs of learners, school personnel and other stakeholders.	2.6.2 Manage emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders.	2.6.3 Capacitate school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	2.6.4 Empower school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders.

DOMAIN 3

Focusing on Teaching and Learning

DOMAIN 3, *Focusing on Teaching and Learning,* concentrates on the work of school heads in promoting quality teaching and learning. This Domain emphasizes the school heads' commitment in providing instructional leadership towards improving competence among teachers and outcomes among learners.

In this domain, school heads are expected to provide technical assistance on instruction that relates to curriculum, practice, and performance. They should also create a learner-centered environment that ensures access to inclusive, excellent, relevant and liberating education.

DOMAIN 3: FOCUSING ON TEACHING AND LEARNING

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 3.1 **School-based review, contextualization and implementation of learning standards**	3.1.1 Demonstrate knowledge and understanding of school-based review, contextualization and implementation of learning standards.	3.1.2 Assist teachers in the review, contextualization and implementation of learning standards to make the curriculum relevant for learners.	3.1.3 Work with teams in the conduct of review, contextualization and implementation of learning standards to assist teachers in making the curriculum relevant for learners.	3.1.4 Share exemplary practice in the review, contextualization and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.
Strand 3.2 **Teaching standards and pedagogies**	3.2.1 Demonstrate knowledge and understanding of teaching standards and pedagogies within and across learning areas to provide technical assistance to teachers to improve their teaching practice.	3.2.2 Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	3.2.3 Engage school personnel such as master teachers, head teachers and department heads in providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	3.2.4 Exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas.
Strand 3.3 **Teacher performance feedback**	3.3.1 Demonstrate understanding of the use of feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.3.2 Use validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.3.3 Collaborate with school personnel in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	3.3.4 Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.
Strand 3.4 **Learner achievement and other performance indicators**	3.4.1 Set achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators.	3.4.2 Utilize learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	3.4.3 Engage the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators.	3.4.4 Mentor fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 3.5 Learning assessment	3.5.1 Demonstrate knowledge and understanding of learning assessment tools, strategies and utilization of results consistent with curriculum requirements.	3.5.2 Provide technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.5.3 Work with personnel involved in evaluating teachers' use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.5.4 Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.
Strand 3.6 Learning environment	3.6.1 Demonstrate understanding of managing a learner-friendly, inclusive and healthy learning environment.	3.6.2 Manage a learner-friendly, inclusive and healthy learning environment.	3.6.3 Engage the wider school community in maintaining a learner-friendly, inclusive and healthy learning environment.	3.6.4 Empower the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment.
Strand 3.7 Career awareness and opportunities	3.7.1 Demonstrate knowledge and understanding of the integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	3.7.2 Ensure integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	3.7.3 Undertake initiatives in integrating career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	3.7.4 Institutionalize integration of career awareness and opportunities into the school curriculum and all other learning experiences.
Strand 3.8 Learner discipline	3.8.1 Demonstrate knowledge and understanding of existing national and local policies related to learner discipline.	3.8.2 Implement learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.	3.8.3 Ensure that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels.	3.8.4 Lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements.

DOMAIN 4

Developing Self and Others

DOMAIN 4, *Developing Self and Others,* recognizes the role of school heads in nurturing themselves and others. This Domain centers on the school heads' commitment in ensuring people and team effectiveness.

In this domain, school heads are expected to reflect on their personal and professional development to enhance their practice in leading and developing people as they support their personnel's professional development and welfare. They should provide others the means for development such as opportunities to learn, reflect, lead and progress in their profession.

DOMAIN 4: DEVELOPING SELF AND OTHERS

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 4.1 Personal and professional development	4.1.1 Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards for School Heads.	4.1.2 Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads.	4.1.3 Reflect on the attainment of personal and professional development goals and objectives based on the Philippine Professional Standards for School Heads.	4.1.4 Serve as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with the Philippine Professional Standards for School Heads.
Strand 4.2 Professional reflection and learning	4.2.1 Demonstrate understanding of how professional reflection and learning can be used in improving practice.	4.2.2 Apply professional reflection and learning to improve one's practice.	4.2.3 Initiate professional reflections and promote learning opportunities with other school heads to improve practice.	4.2.4 Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.
Strand 4.3 Professional networks	4.3.1 Seek opportunities to improve one's practice as a school leader through professional networks.	4.3.2 Participate in professional networks to upgrade knowledge and skills and to enhance practice.	4.3.3 Engage actively in professional networks within and across schools to advance knowledge, skills and practice.	4.3.4 Lead in organizing professional networks to provide colleagues opportunities to maximize their potential and enhance their practice.
Strand 4.4 Performance management	4.4.1 Demonstrate knowledge and understanding of the implementation of the performance management system in improving school personnel and office performance.	4.4.2 Implement the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	4.4.3 Monitor and evaluate with school personnel the implementation of the performance management system to ensure career advancement for individual school personnel and to improve office performance.	4.4.4 Exhibit exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel, and to sustain improved office performance.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 4.5 Professional development of school personnel	4.5.1 Demonstrate knowledge and understanding of professional development in enhancing strengths and in addressing performance gaps among school personnel.	4.5.2 Implement professional development initiatives to enhance strengths and address performance gaps among school personnel.	4.5.3 Monitor and evaluate the implementation of professional development initiatives in enhancing strengths and in addressing performance gaps among school personnel.	4.5.4 Model exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel.
Strand 4.6 Leadership development in individuals and teams	4.6.1 Identify strengths, capabilities and potentials of individuals and teams in performing leadership roles and responsibilities.	4.6.2 Provide opportunities to individuals and teams in performing leadership roles and responsibilities.	4.6.3 Capacitate individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability.	4.6.4 Empower individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals in shared governance and accountability.
Strand 4.7 General welfare of human resources	4.7.1 Display knowledge of laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to promote their general welfare.	4.7.2 Implement laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel to ensure their general welfare.	4.7.3 Integrate laws, policies, guidelines and issuances on the rights, privileges and benefits of school personnel in school programs, projects and activities to ensure their general welfare.	4.7.4 Advocate the general welfare of school personnel by gaining support from the wider school community in strengthening the implementation of relevant local and national policies.
Strand 4.8 Rewards and recognition mechanism	4.8.1 Reward and recognize learners, school personnel and other stakeholders for exemplary performance and/or support.	4.8.2 Implement a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support.	4.8.3 Work with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support.	4.8.4 Institutionalize the implementation of the school rewards system with support from the wider school community in recognizing and motivating learners, school personnel and other stakeholders for sustained exemplary performance and/or continued support.

DOMAIN 5

Building Connections

DOMAIN 5, *Building Connections,* underscores the school heads' competence in engaging stakeholders in initiatives towards the improvement of school communities. This Domain points to the school heads' commitment in advocating that education is everyone's responsibility.

In this domain, school heads are expected to be 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 forging relationships with people. They should be able to 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.

DOMAIN 5: BUILDING CONNECTIONS

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 5.1 Management of diverse relationships	5.1.1 Demonstrate skills in dealing with authorities, colleagues, parents and other stakeholders to encourage an enabling and supportive environment for learners.	5.1.2 Build constructive relationships with authorities, colleagues, parents and other stakeholders to foster an enabling and supportive environment for learners.	5.1.3 Support school personnel in strengthening relationships with authorities, colleagues, parents and other stakeholders to maintain an enabling and supportive environment for learners.	5.1.4 Exhibit exemplary skills in strengthening relationships with authorities, colleagues, parents and other stakeholders to sustain an enabling and supportive environment for learners.
Strand 5.2 Management of school organizations	5.2.1 Demonstrate knowledge and understanding of policies and guidelines on managing school organizations, such as learner organizations, faculty clubs and parent-teacher associations, in support of the attainment of institutional goals.	5.2.2 Manage school organizations, such as learner organizations, faculty clubs and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	5.2.3 Evaluate the accomplishment of school organizations, such as learner organizations, faculty clubs and parent-teacher associations, to determine their impact on the attainment of institutional goals.	5.2.4 Exhibit exemplary practice in managing school organizations, such as learner organizations, faculty clubs and parent-teacher associations, to support the attainment of institutional goals.
Strand 5.3 Inclusive practice	5.3.1 Demonstrate knowledge and understanding of inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.	5.3.2 Exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to foster awareness, acceptance and respect.	5.3.3 Engage the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness and culture responsiveness, to strengthen awareness, acceptance and respect.	5.3.4 Create a culture of inclusivity in the school and the community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance and respect.

Strands	Career Stage 1	Career Stage 2	Career Stage 3	Career Stage 4
Strand 5.4 Communication	5.4.1 Demonstrate competent skills in speaking and writing, as well as in utilizing communication platforms, in communicating with teachers, learners, parents and other stakeholders.	5.4.2 Communicate effectively in speaking and in writing to teachers, learners, parents and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration and support.	5.4.3 Mentor school personnel in communicating effectively in speaking and in writing, as well as in the positive use of communication platforms, to facilitate information sharing, collaboration and support.	5.4.4 Exhibit exemplary skills in communicating effectively in speaking and in writing to teachers, learners, parents and other stakeholders to facilitate information sharing, collaboration and support, and to ensure positive use of communication platforms within and beyond the school.
Strand 5.5 Community engagement	5.5.1 Involve the community, such as parents, alumni, authorities, industries and other stakeholders, in school programs, projects and activities to gain support for learner development, as well as school and community improvement.	5.5.2 Initiate partnerships with the community, such as parents, alumni, authorities, industries and other stakeholders, to strengthen support for learner development, as well as school and community improvement.	5.5.3 Empower the community, such as parents, alumni, authorities, industries and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement.	5.5.4 Lead the community, including parents, alumni, authorities, industries and other stakeholders, in creating collaborative actions in solving complex issues on learner development, as well as school and community improvement.

GLOSSARY OF TERMS

Term	Definition
Career advancement	Refers to the movement in the proficiency levels of teachers and school leaders within and across their career stages, including their promotion to the next higher positions.
Career awareness and opportunities	As used in this document, this refers to enabling mechanisms for encouraging aspirations, developing potentials among learners, and guiding them toward any possible career paths in the future.
Culture of research	As used in this document, this refers to institutionalizing the behavior and practice of using empirical data and logical findings in making everyday decisions and actions in the school.
Disaster mitigation	Refers to lessening the adverse impacts of hazardous events through hazard-resistant construction and engineering, as well as improved environmental policies and public awareness (DepEd Order No. 44, s. 2018).
Disaster preparedness	Refers to the capacities developed by institutions and individuals to effectively anticipate, respond to, and recover from the impacts of likely, imminent, or current hazard events or conditions. This includes establishing early warning systems, contingency planning, stockpiling of equipment and supplies, creating coordination and communication mechanisms, evacuation protocols, other training and field exercises (DO 44, s. 2018).
Disaster resiliency	Refers to the ability of a system, community or society exposed to hazards to resist, absorb, adapt and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions (RA 10121).
Domain	As used in this document, this refers to a broad conceptual sphere of school leadership practices defined by specific strands.
Emerging opportunities and challenges	As used in this document, these refer to development of favorable and/or unfavorable conditions that would require a person in authority to make decisions to moderate their effects.
Inclusive practice	Refers to an environment where all learners shall have access to and participate in all aspects of life in school, in learning centers and other places of learning (DepEd Order 21, s. 2019).

Indicator	As used in this document, this refers to concrete, observable and measurable school head behaviors/practices covered in every strand.
Institutional goals	As used in this document, these refer to the DepEd vision, mission and core values, and the school goals and objectives.
Institutional policies	As used in this document, these refer to DepEd policies, as well as local, national laws, regulations and issuances.
Organizational health	Refers to the capacity of the organization to integrate and sustain relationships between adherence to purpose, efficiency of processes, and commitment of people towards improved organizational performance.
Pedagogy	Refers to the relationships and "interactions between teachers, students and the learning environment and the learning tasks." (Murphy, 2009. p 35).
Performance management system	Refers to "a mechanism that ensures that the employee achieves the objectives set by the organization, and the organization, on the other hand, achieves the objectives that it has set itself in its strategic plan" (CSC MC No. 6, s. 2012).
Policy implementation	Refers to the process of following the mechanisms, procedures, roles, and responsibilities and undertaking activities, progress monitoring, and evaluation to carry out a policy (DepEd Order 13, s. 2015).
Policy review	Refers to the evaluation of a policy to ascertain its impact with regards to the issue it sought to address (DepEd Order No. 13, s. 2015).
Professional development plan	As used in this document, this refers to Part IV of the Individual Performance Commitment and Review Form/Office Performance Commitment and Review Form in the Results-Based Performance Management System.
Professional network	Refers to a connected community of educators. The community may exist online e.g., LinkedIn. This is a vibrant, ever-changing group of connections within which teachers share and learn. These groups reflect their values, passions, and areas of expertise.

Research	As used in this document, this refers to a process of systematic and reflective inquiry such as, but not limited to, action research, projects and activities found in the School Improvement Plan, Continuous Improvement Projects, and Impact Studies to improve educational practices and school performance, and resolve problems.
Rewards system	As used in this document, this refers to a mechanism to recognize performance and accomplishment of school personnel, etc.
School facilities and equipment	Refer to all the physical properties of a school, consisting of the grounds, buildings, and the various facilities within the school grounds and inside the school buildings (Department of Education, 2010b).
School operations	Refer to all activities led by the school head in running or managing the school.
School organizations	As used in this document, these refer to clubs and associations led and organized by students, school personnel, parents, and/or other stakeholders.
School performance	As used in this document, this refers to the Key Performance Indicators on access, quality, and governance.
School programs, projects, and activities	As used in this document, these refer to initiatives designed and/or implemented by the school head for the benefit of various stakeholders such as learners, school personnel, parents, and the community.
Strand	As used in this document, this refers to a specific dimension of school head practice under a domain.
Teaching standards	As used in this document, these refer to measures of professional learning, competent practice, and effective management among teachers.
Technical assistance	As used in this document, this refers to coaching, guiding and empowering school personnel with focus on all the aspects of education management, highlighting the provision of access, quality and relevance as well as the provision and improvement of management services.
Wider school community	As used in this document, this refers to both internal and external stakeholders.

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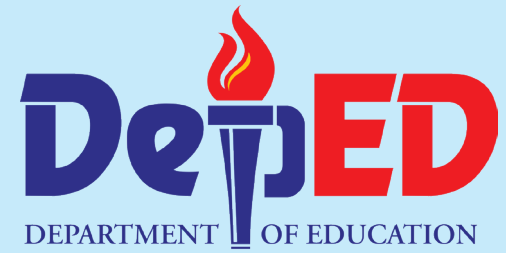Iligan City

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