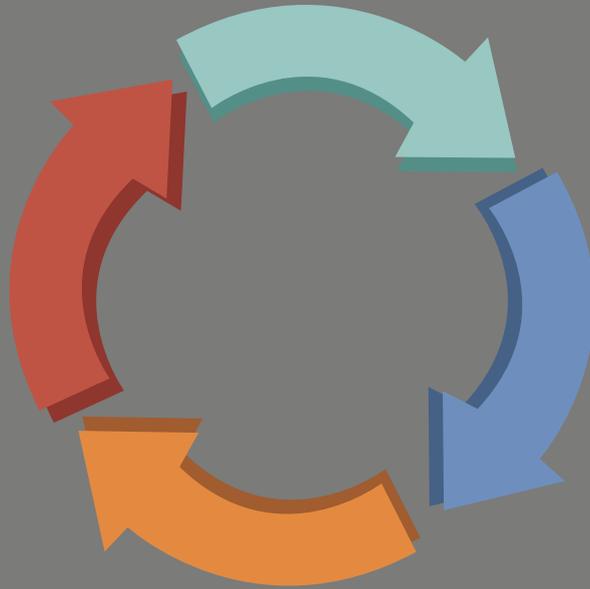# The Competency Frameworks
Supporting Quality Teaching in Lebanon

Introduction

Modern educational studies concerning proficiency in the teaching profession agree on the need to establish competency frameworks consistent with the educational policy orientations in Lebanon and its educational system. These frameworks constitute a reference document used by all people concerned with the educational field. It is in line with modern educational trends and scientific developments. It is also in consonance with the international competency frameworks and previous studies carried out under the supervision of the Ministry of Education and Higher Education and the Center for Educational Research and Development, as it examines the competencies required to meet the challenges and priorities of the 21st century, in order to reach excellence in education.

As the Ministry of Education and Higher Education in Lebanon is keen to enrich the teaching profession in terms of what serves the learner in his/her life, it has worked on building competency frameworks for basic functional sites that contribute to support and back-up the teacher's path. Accordingly, this document includes four competency frameworks for the following occupations: teacher, teacher trainer, educational counselor and psychosocial counselor. Given the close correlation among these roles, it has become essential to adopt a holistic integrative approach in dealing with the frameworks that are described in order to ensure optimal utilization.

Each profession requires mastering specialized practices and techniques within a relational framework governed by an ethical system, in addition to engaging in a dynamic professional development path. From here, four domains related to the four professions were identified: specialized professional practices, professional relations, professional ethics and continuous professional development.

The competency approach has been adopted in designing these competency frameworks since competency leads to an integrative concept which takes into account the knowledge and trends that the concerned group is required to acquire in a specific context and to employ in different forms, and in different situations. Competencies were determined based on the requirements of the professions concerned, and in light of educational and socioeconomic needs in the Lebanese context.

Within each of these competency frameworks, the required competencies were distributed over the four domains, with components defined for each competency. In order to clarify the terms and their use, a glossary of terms based on several Arabic and foreign scientific references was included in the annex.

These frameworks are a reference that can be developed and expanded periodically, in light of the educational developments. They have been developed to be accessible to all stakeholders in addressing the interests of the learners, in a way that they are considered as a reference in the preparation, training and follow-up of the learning process. Consequently, they contribute in building a common culture amongst concerned parties.
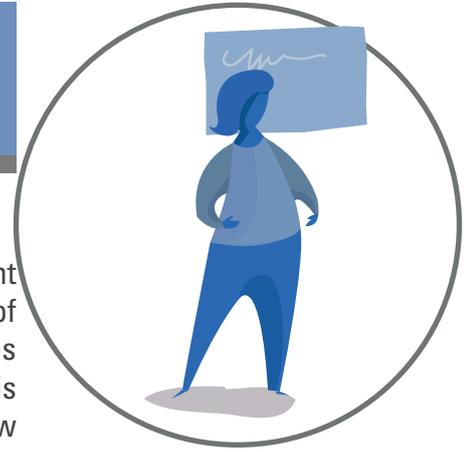
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Teacher

The Competency Framework for the Teachers

Introduction

The teacher is the most effective and influential foundation component in the success of the learning process and the development in the level of the learners' achievement. No matter how diverse the educational policies and theories are, the teacher remains the first to personify them if he/she is good at practicing his/her profession. Hence, it is necessary to consider how important it is to qualify the function of the teacher, in order to allow him/her to perform his/her role and duties competently and efficiently. Hence, the aim of this framework is to define the competencies and the standards that can be relied on by those in charge of setting programs for teacher training, supporting and adjusting his/her performance.

This framework is based on competencies that constitute a set of interrelated knowledge, abilities and skills, which crystallize in specific situations that the teacher works to develop in order to achieve his/her professional goals. It includes the competencies associated with specialized professional practices, i.e. those required from him/her, more specifically, this involves planning for the teaching and learning process, investing of the resources, knowledge and techniques affiliated with the subject matter as well as with the educational and learning methods, classroom management, beside evaluating and adjusting techniques during the learning session and beyond. It also includes competencies required in various professional interaction, namely:

- communicating with various educational teams,

- cooperating with the parties concerned with the learner in order to develop professional relations, and coordinating with civil society institutions in order to relate education to the community and its development,

- developing the emotional intelligence of the teacher for the sake of improving and shaping the progress of his/her professional relations.

As the teacher must always strive for personal development so that to meet the requirements and challenges of the 21st century, this framework also includes the competencies of engaging in dynamic professional growth in various fields of development and modern technology. Finally, it is impossible to speak of excellence in this profession without developing the competencies of professional ethics, such as commitment to the ethical principles of this profession, to the respect and application of the laws relating to the educational system, in Lebanon and in the educational institution in which the teacher works.

In conclusion, the teaching profession remains a complex process in which several different factors overlap, but it first requires the teachers' will and motivation to develop their competencies and give their uttermost to reach the highest levels of success in their practice and their professional performance.

Competency Framework Coding Table 4 Professions

ACRONYM	PROFESSIONS AND DOMAINS
T	Teacher
SPP	Specialized Professional Practices
PR	Professional Relations
CPD	Continuous Professional Development
PE	Professional Ethics

CODE	COMPETENCIES
T.SPP.PLAN	Plans for the teaching and learning process
T.SPP.RES.USE	Invests the various resources associated with the subject of specialization in his/her professional practices
T.SPP.METH	Employs a variety of teaching and learning methods based on the theories and concepts of learning and teaching appropriate to the learning styles of the various learners and on his/her training acquisitions
T.SPP.CLASS.MGMT	Stimulates classroom management skills and encourages the constructive interaction among learners
T.SPP.ASMT	Develops various assessment methods and strategies
T.PR.COMMUNICATE	Communicates with different educational partners
T.PR.COOPERATE.SCHL	Cooperates with the school administration, colleagues, parents and other stakeholders in education in order to develop professional relations with them
T.PR.EI	Employs his/her emotional intelligence to improve and develop his/her professional relation
T.CPD.WHOLE	Engages in the dynamics of professional development in various fields
T.CPD.RES.USE	Utilizes various scientific means in professional development
T.PE.PRINCIPLES	Commits to principles of professional ethics
T.PE.LAWS	Respects and abides by the laws relating to the educational system in Lebanon and in the educational institution in which he/she works

Specialized Professional Practices

Relevant professional practices include planning for the teaching and learning process, investing resources, knowledge and techniques associated with the subject matter, educational and learning methods, classroom management in addition to evaluation and its techniques.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
T.SPP.PLAN Plans for the teaching and learning process	**T.SPP.PLAN 1** Teaching and learning process is organized throughout the year according to the various planning levels (annual, quarterly, monthly, weekly, daily) and their forms (educational units)	**T.SPP.PLAN 1** **a.** Plans for integrating the curriculum frameworks established by the competent authorities **b.** Divides gradually the subject matter contents **c.** Prepares the annual horizontal distribution of the subject matter to show the integration of objectives, activities and assessment **d.** Prepares the annual vertical distribution of educational material to show the sequence of objectives within the timetable **e.** Distributes learning units according to learning objectives and learning outcomes **f.** Insures that the number of sessions allocated in the distribution is consistent with the number of sessions specified for the intended curriculum **g.** Prepares the annual timetable for the dates of the summative evaluation
	T.SPP.PLAN 2 Invests in planning the knowledge related to the subject matter and the various data available (curriculum frameworks, content characteristics of a cycle or single session, learners' abilities, prior knowledge, classroom environment)	**T.SPP.PLAN 2** **a.** Distinguishes between primary and secondary knowledge **b.** Sets educational goals according to their importance in light of learning outcomes **c.** Collects information about learners to review their personal files **d.** Establishes the diagnostic evaluation calendar to determine the learners' prior knowledge in the light of the knowledge intended to be constructed **e.** Sets educational activities based on the results of diagnostic tests **f.** Sets extracurricular activities that serve the learning objectives **g.** Utilizes the classroom design and its contents to serve the teaching process **h.** Arranges the means and tools necessary for learning and teaching **i.** Sets the main textbooks and supplementary books issued by the specified authorities in the planning process

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.PLAN 3 Bases his/her planning on all the essential elements of the teaching and learning process (learning outcomes, objectives-content-strategies-methods - remediation -classroom management)	**T.SPP.PLAN 3** **a.** Uses clear vocabulary in the writing of concepts when preparing the educational unit **b.** Links concepts to objectives and learning outcomes **c.** Prepares learning situations based on the data collected (Information about learners, learning outcomes, class shape, sequence of objectives) **d.** Plans for educational activities that meet the various needs of the learners in their diverse ways of acquiring knowledge **e.** Prepares a session or more with full components (course streams, initial acquired information, etc.) **f.** Plans for remediation methods that correspond with the learning outcomes **g.** Varies evaluation modes (formative, summative, diagnostic, etc.) according to the educational objective **h.** Prepares additional learning situations to be used when needed
	T.SPP.PLAN 4 Defines the interrelation of the different topics of the subject matter in class and links the information together	**T.SPP.PLAN 4** **a.** Identifies interrelated concepts within various subject matters (if available) **b.** Organizes multidisciplinary projects **c.** Links the pre-prepared learning situations to the interrelated concepts within the various subject matters
T.SPP.RES.USE Invests the various resources associated with the subject of specialization in his/her professional practices	**T.SPP.RES.USE 1** Is proficient in the content of the educational subject matter and related skills and employs his/her knowledge in his/her teaching practices using the educational and technical language in reading, writing and communicating	**T.SPP.RES.USE 1** **a.** Uses the concepts of the subject matter in the proper context **b.** Formulates specific, measurable educational objectives **c.** Relies on multiple channels of communication (oral expression, drawings, gestures and body language) in the explanation of the objectives **d.** Communicates with the learners in an appropriate and clear language **e.** Uses his/her tone of voice in class calmly and warmly **f.** Expresses the concepts in a simplified language, using clear scientific expressions

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.RES.USE 2 Links the subject matter to daily life and to the needs of learners as well as to social and cultural themes and values	**T.SPP.RES.USE 2** **a.** Includes in the explanation cultural dimensions and social values associated with the subject matter (if available) **b.** Uses topics related to life issues that are appropriate to the learners' age **c.** Addresses problematic situations derived from daily life **d.** Instructs the learners to research topics related to the subject of specialization in order to expand their cultural and scientific horizons **e.** Performs educational cultural activities for the learners
	T.SPP.RES.USE 3 Develops his/her knowledge and educational practices in the light of educational developments and concepts related to content[1]	**T.SPP.RES.USE 3** **a.** Diversifies his/her teaching practices using modern techniques **b.** Provides new and up-to-date examples **c.** Informs learners of any developments in the content of the subject matter **d.** Provides learners with modern references
T.SPP.METH Employs a variety of teaching and learning methods based on the theories and concepts of learning and teaching appropriate to the learning styles of the various learners and on his/her training acquisitions	**T.SPP.METH 1** Links between teaching and learning methods and basic pedagogical theories, taking into account the type of the educational material and the characteristics of the learners' age group	**T.SPP.METH 1** **a.** Uses diverse strategies, situations and techniques that inspire learners' motivation and suit their interest **b.** Encourages communication among learners **c.** Applies reinforcement in all its forms **d.** Uses problem-situations that urge learners to mainstream their knowledge into similar or new situations **e.** Uses activities ranging from recalling, understanding, applying, analyzing summarizing, evaluating, criticizing and innovating **f.** Provides learners with the appropriate means and documents for the activity **g.** Assigns homework in quantity and quality to suit the learners' age and abilities

1. In cooperation with the Educational Inspector, Supervisor, Trainer, Counselor and Director.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.METH 2 Adapts the teaching methods to the diversity of the profiles of the learners, with their different tendencies, levels and abilities, and invests in their cultural and linguistic diversity	**T.SPP.METH 2** **a.** Applies diagnostic activities to determine the potential diversity of learners and their differences in level **b.** Reviews with learners the information gained **c.** Connects the current lesson to the previous one whenever necessary **d.** Diversifies the learning activities in the same session by explaining, correcting and solving exercises, whenever necessary **e.** Diversifies explanatory methods (inquiry-based learning and learning through debates and discussions, etc.) **f.** Diversifies in the process of building knowledge for learners by means of educational inference and conclusion **g.** Amends in his/her practice and professional performance according to individual differences as needed **h.** Asks questions appropriate to the cognitive and linguistic level of each learner **i.** Acknowledges indicators of learners with special needs and refers them to the psychosocial counselor **j.** Provides feedback to the psychosocial counselor on the achievement of desired learning goals and applies the guidance given by specialists after discussing it with them **k.** Discovers gifted learners **l.** Organizes special learning situations for them **m.** Uses various visual, auditory, motor, natural and civil means suitable for the goal **n.** Organizes evaluation/ remediation activities to ascertain the extent learners are achieving the goals
	T.SPP.METH 3 Uses teaching and learning methods and situations in different fields (cognitive, conscious/ emotional, sensory motor/ behavioral)	**T.SPP.METH 3** **a.** Uses case-studies in educational activities to develop the thinking capacity of learners **b.** Uses activities that help learners organize their ideas **c.** Uses situations targeting emotional domains **d.** Uses situations that target psychomotor domains in the learning process

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.METH 4 Uses methods that help the learners to discover and develop their own learning strategy	**T.SPP.METH 4** **a.** Analyzes the results of the students' diagnostic and formative evaluation **b.** Defines the obstacle that hinders achievement of the objectives **c.** Analyzes the obstacle with the learners **d.** Utilizes the obstacle to formulate an educational goal **e.** Helps the learners to find solutions to reach the goals **f.** Asks the learners to present the steps followed to solve an issue **g.** Analyses this technique with the learners in order to help them understand their own learning strategy **h.** Informs the learners about their level of mastery of the acquired knowledge, so that they can discover the strategy that will allow them to progress
	T.SPP.METH 5 Uses teaching and learning situations in which the teacher guides the learners and facilitates the teaching and learning processes	**T.SPP.METH 5** **a.** Uses learning situations in which learners are asked to self-learn and to discover knowledge by looking back to the prior knowledge and the different sources **b.** Organizes activities that develop the competences of autonomous learning **c.** Organizes various activities (individual, group, pair work and team work) **d.** Gives clear instructions for each required activity **e.** Asks the learners to re-explain the instructions in order to ascertain that they have understood them **f.** Establishes the rules of team work **g.** Assigns the roles and tasks among the learners **h.** Chooses the method of helping the learners **i.** Knows the good timing to help the learners **j.** Uses methods based on shared learning interaction **k.** Helps learners discover their tendencies to build their future project by stimulating them to think about their future **l.** Gives encouraging and constructive feedback **m.** Adopts a positive and supportive attitude

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.METH 6 Uses technology in the teaching and learning processes	**T.SPP.METH 6** **a.** Selects technologies in line with the objectives **b.** Shows the learners the rules and principles of the use of modern technology in various domains (research, communication, creativity, self-learning...) **c.** Uses various techniques to deliver the information to the learners (pictures, videos, graphics and many others…) **d.** Leaves full access of the technology tools for the learners, to allow them to discover the information **e.** Adopts various activities requiring the learner to use technological techniques **f.** Employs technology to meet the learners' learning strategy
T.SPP.CLASS. MGMT Stimulates classroom management skills and encourages constructive interaction among learners	**T.SPP.CLASS.MGMT 1** Adopts the most appropriate organization for the classroom and prepares it to facilitate the interaction among the learners	**T.SPP.CLASS.MGMT 1** **a.** Organizes the seating plan of the learners in the classroom to help them participate, communicate and work independently **b.** Diversifies learners' places and seats distribution to serve the learning objective **c.** Involves learners in the organization of the classroom to demonstrate the philosophy of the school and the teacher **d.** Knows how to use the blackboard **e.** Makes sure that all the learners can see the board **f.** Diversifies his/her movement in class (sitting, standing, moving around the classroom) **g.** Defines the tools and means required for the subject matter **h.** Distributes the time allocated for the class session adequately **i.** Allocates the appropriate time for each activity **j.** Trains the learners to estimate the time and complete the task within the time allocated **k.** Provides additional activities to occupy the learners who have completed their work

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.CLASS.MGMT 2 Interacts with the learners through communicative attitudes, taking into consideration the learners' age (learners' stage of growth)	**T.SPP.CLASS.MGMT 2** **a.** Activates the characteristics, manifestations and requirements of the stages of growth of the learners in dealing with them **b.** Monitors the behavioral variables of the learners **c.** Provides feedback about behavioral variables to the psychosocial counselor **d.** Uses the style and language appropriate to the learners' age **e.** Speaks in a clear voice and simple language **f.** Uses an appropriate voice intonation **g.** Uses different types of communication channels **h.** Designs new teaching communication situations **i.** Answers the learners' questions **j.** Deals with the learners with flexibility and kindness **k.** Diversifies the language of expression: oral, facial, body language **l.** Can modify his/her performance or his/her process of communication based on the feedback from the interlocutor **m.** Communicates with learners clearly, respectfully and positively
	T.SPP.CLASS.MGMT 3 Develops foundations for a sound communication among learners	**T.SPP.CLASS.MGMT 3** **a.** Knows how to listen thoroughly and in a constructive way **b.** Uses situations to develop learners' listening skills **c.** Uses situations to develop conflict resolution skills in learners **d.** Uses situations that develop questioning and negotiation among learners **e.** Accepts learners' opinions **f.** Shows the learners how to benefit from the opinions of others **g.** Develops learners' ethics in expressing opinions **h.** Develops them the principle of responsibility in freedom of expression among learners **i.** Encourages individual initiatives aimed at developing communication among them

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.CLASS.MGMT 4 Provides a learning environment that respects diversity and differences	**T.SPP.CLASS.MGMT 4** a. Knows how to deal with embarrassing questions b. Keeps away from making judgments and labeling learners c. Invests in individual differences to organize activities and communication methods d. Divides his/her attention among all learners e. Organizes the communication relations in the classroom f. Helps learners recognize the positive aspects in the others g. Applies the procedures agreed on to everyone without discrimination h. Encourages the learners to compete in a positive way
	T.SPP.CLASS.MGMT 5 Detects changes in the class atmosphere, analyzes their causes and addresses them	**T.SPP.CLASS.MGMT 5** a. Rewards the learners when necessary, or upon accomplishment and success b. Takes the required educational measures according to the charter of the class c. Manages the different behaviors of learners in the classroom d. Interacts with the learners when any changes in the class atmosphere occur e. Has good conflict resolution and problem solving skills f. Consults with stakeholders to make the necessary adjustments in the light of changes in the class atmosphere g. Makes sure that after clarification, the adjustments are applied by the learners
	T.SPP.CLASS.MGMT 6 Develops among learners methods for conflict management and non-violent problem solving	**T.SPP.CLASS.MGMT 6** a. Guarantees the learners' safety b. Knows well how to use authority c. Analyses disputes that arise and their causes with the learners and encourages them to find peaceful solutions to resolve these conflicts d. Evaluates these solutions with them e. Helps the learners to adopt the most convenient solution f. Develops methods to help the learners avoid conflicts

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.SPP.CLASS.MGMT 7 Develops the learners skills for self-control	**T.SPP.CLASS.MGMT 7** **a.** Participates with learners to develop a class charter showing rights and duties to enhance their responsibility **b.** Establishes the didactic contract **c.** Establishes with the learners the standards for good behavior **d.** Discusses with learners the standards for good behavior **e.** Requests learners to apply rules **f.** Commends them when they apply the rules
T.SPP.ASMT Develops various evaluation methods and strategies	**T.SPP.ASMT 1** Evaluates learners periodically in different settings which align with educational goals and learning outcomes	**T.SPP.ASMT 1** **a.** Incorporates evaluation techniques in his/her preparation for the teaching session **b.** Uses the appropriate evaluation type (diagnostic, formative, and summative evaluation) according to the objectives of educational situations and learning outcomes **c.** Ensures that the type of the evaluation and its subjects are adequate / appropriate for the acquired competencies **d.** Uses data and information resulting from evaluation to control the learning process **e.** Modifies teaching and learning activities in the light of the information resulting from the assessment (adjusts the teaching process)
	T.SPP.ASMT 2 Uses a range of evaluation strategies and appropriate tools to monitor the progress of learners	**T.SPP.ASMT 2** **a.** Measures scientifically and objectively the achievements of learners using standards and evidence **b.** Develops assessment tools suitable for learners' levels according to learning outcomes **c.** Carries out examinations in the school, taking into account the criteria of the official specifications

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.*
	T.SPP.ASMT 3 Develops various methods of support, remediation and educational follow-up based on the identification of learners' needs and difficulties	**T.SPP.ASMT 3** **a.** Invests the evaluation results in bridging the gaps **b.** Diagnoses the main factors lying behind the learning difficulties, together with the educational counselor and / or the psychosocial counselor **c.** Detects learners' mistakes **d.** Classifies learners' errors (understanding instructions, different perceptions, mental processes, etc.) **e.** Sorts learners according to their need of support **f.** Defines the remediation techniques within a development plan adopted by the learners **g.** Guides learners and provides them with clear, useful and practical feedback on learning outcomes **h.** Focuses his/her encouragement on those who need moral appraisal and support **i.** Follows up on the learners' development **j.** Informs learners about the extent of their progress in the learning process
	T.SPP.ASMT 4 Develops the self-assessment technique of learners	**T.SPP.ASMT 4** **a.** Submits a sample evaluation form to fill out **b.** Suggests a new sample to the learners **c.** Gives feedback about the new sample **d.** Explains to learners the importance of using the personal rubrics in self-assessment **e.** Organizes learning situations in which learners use self-assessment

Professional Relations

The professional relations include communicating with the various educational groups and cooperating with all parties concerned with the learners in order to develop professional relations. They also include collaborating with civil society institutions in order to link the education with the society, to contribute to its development and growth, as well as to develop the teacher's emotional intelligence to improve and grow his/her professional relations network.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
T.PR. COMMUNICATE Communicates with different educational partners	**T.PR.COMMUNICATE 1** Interacts with parents and provides them with active presence and positive listening	**T.PR.COMMUNICATE 1** **a.** Listens well to parents **b.** Communicates with them clearly and respectfully **c.** Communicates with them positively **d.** Protects their privacy
	T.PR.COMMUNICATE 2 Communicates with other members of the teaching institution based on the principles of respect and clarity	**T.PR.COMMUNICATE 2** **a.** Respects all the members of the teaching institution **b.** Uses clear and decent language **c.** Adopts a positive approach away from gossip, rumors and incitement against others **d.** Separates personal from professional relationships
	T.PR.COMMUNICATE 3 Sympathizes with the problems of others	**T.PR.COMMUNICATE 3** **a.** Refrains from resorting to violence in resolving conflicts with his/her professional environment **b.** Listens to the problems of his/her colleagues and shows them sympathy **c.** Helps them to overcome their problem if they asked **d.** Develops human relations based on mutual cooperation **e.** Participates in social activities
	T.PR.COMMUNICATE 4 Employs appropriate communication techniques with respect to the ethics of ICT use	**T.PR.COMMUNICATE 4** **a.** Selects the right technology to communicate depending on the occasion and content **b.** Adheres to the ethics of the use of technology **c.** Uses technology to communicate with full respect of professional traditions

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.PR.COMMUNICATE 5 Communicates with other members of the institution taking into consideration the topics on the one hand and the characteristics of the interlocutor on the other hand	**T.PR.COMMUNICATE 5** **a.** Avoids tackling inappropriate topics respecting the educational edifice **b.** Avoids going into the details of some subjects depending on the age of the person he/she is speaking to **c.** Discusses objectively abiding by the principles of proper communication
T.PR.COOPERATE. SCHL Cooperates with the school administration, colleagues, parents and other educational stakeholders in order to develop professional relations with them	**T.PR.COOPERATE.SCHL 1** Coordinates with the educational teams[2] the required classroom activities	**T.PR.COOPERATE.SCHL 1** **a.** Coordinates with the educational team and educational counselor the classroom activities required **b.** Listens to the view of points and requests of his/her administration staff in different situations **c.** Participates actively in the school management meetings **d.** Participates in training courses that meet his/her needs in order to develop his/her competencies and professional abilities **e.** Cooperates with the educational counselor in the development of educational strategies: quarterly and annual distribution, preparation of lessons, classroom observation, evaluation, adjustment of his/her performance and discussion sessions **f.** Cooperates with the educational counselor in the development of evaluation and remediation: tests in quantity and variety and analysis of the learners' evaluation results **g.** Participates in activities held between teachers or between teachers and administration
	T.PR.COOPERATE.SCHL 2 Collaborates with the parties in charge of the official examinations	**T.PR.COOPERATE.SCHL 2** **a.** Provides the concerned authorities with samples of questions for official examinations **b.** Participates in proctoring the exams (if requested) **c.** Shares in the correction of official examinations with teachers who teach such classes
	T.PR.COOPERATE.SCHL 3 Initiates to suggest activities to be co-operated with the administration	**T.PR.COOPERATE.SCHL 3** **a.** Presents developmental ideas to the administration **b.** Organizes activities in collaboration with neighboring schools **c.** Suggests development activities that meet the challenges of this age **d.** Organizes and plans extracurricular activities aimed at promoting cooperation among all individuals concerned and the social environment

2. School Administration, colleagues, parents and others.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.PR.COOPERATE.SCHL 4 Provides parents with the moral support and guidance necessary for the sake of learners	**T.PR.COOPERATE.SCHL 4** **a.** Focuses with parents on prevention measures rather than ways of seeking treatment **b.** Instructs parents and provides them with advice and practical procedures **c.** Follows up on developments periodically with learners' parents for the sake of the learners except in the cases of all type of violence (domestic violence, sexual harassment and others)
	T.PR.COOPERATE.SCHL 5 Collaborates and shares with other teachers	**T.PR.COOPERATE.SCHL 5** **a.** Always consults with the other teachers of a class **b.** Consults with the teachers of the same cycle **c.** Participates in educational training courses with them **d.** Engages with teachers on knowledge acquired through self-learning or through participation in training courses
	T.PR.COOPERATE.SCHL 6 Participates with civil society in various activities through the administration of the educational institution and links these activities to the subject matter taught	**T.PR.COOPERATE.SCHL 6** **a.** Adopts activities that advocate the participation of learners in the service of civil society **b.** Participates in addressing the problems of society through specific activities **c.** Amends the educational process according to the latest developments in society and events
T.PR.EI Employs his/her emotional intelligence to improve and develop his/her professional relationships	**T.PR.EI 1** Recognizes his/her abilities and feelings and controls his/her emotions	**T.PR.EI 1** **a.** Highlights his/her strengths in his/her professional practices **b.** Improves his/her weaknesses by looking for ways that help overcome them and move forward **c.** Practices critical thinking / constructive criticism
	T.PR.EI 2 Has the power to influence others	**T.PR.EI 2** **a.** Takes positive attitudes that lead to change **b.** Has the ability to control his/her emotions in overcoming difficulties and pressures in his/her professional practice and invests constructive criticisms in his/her professional relationships **c.** Has the ability to think critically

Continuous Professional Development

Continuous professional development involves engaging in development dynamics in various areas of development and employing scientific means to achieve this growth.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
T.CPD.WHOLE Engages in the dynamics of professional development in various fields	**T.CPD.WHOLE 1** Commits to individual and collective self-development strategies at the academic, relational, teaching and research performance levels with the assistance of the educational counselor and the trainer	**T.CPD.WHOLE 1** **a.** Creates a personal file and develops it in self-criticism **b.** Works to meet his/her needs of knowledge and skills **c.** Uses self-teaching techniques **d.** Reinvests diversity and cultural development in his/her environment and in his/her personal development **e.** Reinvests knowledge obtained from educational and scientific research in developing his/her professional practices
	T.CPD.WHOLE 2 Reinforces the identity of the teacher who is active culturally and socially to add value to his/her profession	**T.CPD.WHOLE 2** **a.** Speaks positively and proudly about his/her profession, about the school's role and its mission **b.** Participates actively in the treatment of educational issues in a scientific and advanced manner **c.** Consults with stakeholders to address obstacles and find appropriate solutions **d.** Continues to self-educate himself / herself by all means available
T.CPD.RES.USE Utilizes various scientific means in professional development	**T.CPD.RES.USE 1** Uses self-reflection about his/her professional practices and relational performance	**T.CPD.RES.USE 1** **a.** Uses self-assessment tools **b.** Analyzes data resulting from self-assessment **c.** Develops a plan that includes procedural objectives to improve his/her performance and practices in education **d.** Reflects on the application of new knowledge in his/her practice (selects appropriate knowledge)

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	T.CPD.RES.USE 2 Cooperates with the psychosocial counselor / coordinator / educational counselor and the trainer to determine his/her training needs	**T.CPD.RES.USE 2** **a.** Shares experiences with the educational counselor, the coordinator and the trainer **b.** Identifies his/her training needs with the counselor, coordinator and trainer **c.** Discusses educational recommendations and ideas with the coordinator, counselor, trainer and with colleagues (each according to their duties) **d.** Measures the evolution of his/her performance with the counselor, coordinator and trainer **e.** Participates in continuous training and educational meetings to which he/she is invited **f.** Participates in available cultural activities **g.** Participates in various training courses **h.** Participates in specialized distance training courses via e-learning **i.** Prepares a professional development plan
	T.CPD.RES.USE 3 Keeps abreast of the development of scientific information and educational innovations	**T.CPD.RES.USE 3** **a.** Uses research components to overcome obstacles in his/her practice and professional performance **b.** Makes use of the results of educational research in the field of his/her professional development **c.** Participates in developmental scientific research **d.** Participates in professional online groups

Professional Ethics

Professional ethics include commitment to the principles of the profession's ethics, in addition to showing respect for, and implementing laws related to the educational system in Lebanon and in the educational institution in which the teacher works.

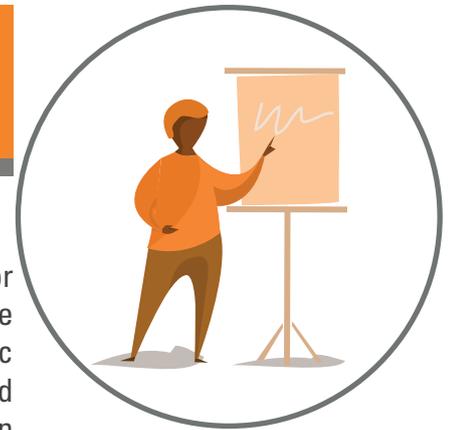| Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
T.PE.PRINCIPLES Commits to the profession's ethical principles	**T.PE.PRINCIPLES 1** Respects others and deals with them with integrity and appreciation	**T.PE.PRINCIPLES 1** a. Uses an appropriate and decent language b. Takes care of his/her appearance and provides a model for the learner c. Treats all parties fairly and equitably d. Ensures respect for the rights of all learners without any exception e. Behaves with the learners according to the class charter agreed on f. Adheres to stable and fair situations that build trust between him/her and the learner g. Respects the privacy of learners and faculty members
	T.PE.PRINCIPLES 2 Builds his/her attitudes on the positive moral, social and cultural values prevailing in the Lebanese society	**T.PE.PRINCIPLES 2** a. Encourages learners to maintain appropriate Lebanese customs and traditions b. Invites learners to engage in cultural activities in the community
	T.PE.PRINCIPLES 3 Employs his/her knowledge of the environment and sustainable development in his/her professional practices	**T.PE.PRINCIPLES 3** a. Presents posters and flyers for all environmental activities which are suitable for learners b. Explains the environmental problems and their solutions during class c. Interacts with learners on environmental topics d. Defines the concept of sustainable development e. Engages in environmental activities with civil society

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
T.PE.LAWS Respects and abides by the laws related to the educational system in Lebanon and in the educational institution in which he/she works	**T.PE.LAWS 1** Applies the rules and regulations which deal with education in Lebanon as issued by the official authorities of the educational institution in which he/she works	**T.PE.LAWS 1** **a.** Implements the decisions issued by the official authorities **b.** Applies school rules and classroom charters
	T.PE.LAWS 2 Adheres to the rules of procedure of the educational institution in which he/she works	**T.PE.LAWS 2** **a.** Adheres to work schedules **b.** Is keen to respect timeline **c.** Attends the meetings as required **d.** Performs the required work within the set dates and meets deadlines
	T.PE.LAWS 3 Spreads the culture of law abiding in his/her environment	**T.PE.LAWS 3** **a.** Encourages learners to respect the laws **b.** Motivates learners to enforce the law by highlighting the benefits that this represents

Teacher Trainer

The Competency Framework for the Teacher[3] Trainer

Introduction

The culture of continuous training in general, and vocational training for teachers in particular, is still recent in Lebanon. This has been a noticeable reality since the adoption of the plan for the reform of education and public education curricula. In 1997, teacher training programs were launched with momentum in the public and private sectors in Lebanon, and can be considered as a major qualitative shift in teacher training. In 2000, the professional development facility was established at the CERD, and was based on the principle of temporary contracts with teachers and experts from the public and private sectors. These experts are responsible for designing and implementing training courses in various domains based on teachers' needs. Besides, they have to consolidate the concepts and objectives of the curriculum.

As a consequence, training courses run by different categories of trainers: program coordinators, teachers, university professors, independent trainers, training institutions, etc. were conducted in the private sector and civil society organizations. In addition, various international and local bodies provided free training courses for teachers, conducted by Lebanese or foreign trainers on various topics. This diversity of training programs and mechanisms raises several questions about the criteria on which the teacher trainer in Lebanon is contracted, and about his/her profile and competencies.

This is why there is today a need to build a common national vision for the competency framework related to the teacher trainer in Lebanon, which defines the trainer's competencies, their components and indicators. This enables the workers in the educational sector to acquire knowledge, skills and attitudes that help improve their performance and development, enhance their abilities and raise their professional, communication and technological skills in order to reach good classroom practices, and consequently become participants in the leadership of professional development and change in the educational sector.

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3. The teacher here means the person who teaches at different stages of pre-university education.
4. In the public sector, the director is in charge of the administrative issues in the Teacher Training Center while the Officer of Resource Center is in charge of the resource centers.

Competency Framework Coding Table 4 Professions

ACRONYM	PROFESSIONS AND DOMAINS
TT	Teacher Trainer
SPP	Specialized Professional Practices
PR	Professional Relations
CPD	Continuous Professional Development
PE	Professional Ethics

CODE	COMPETENCIES
TT.SPP.PLAN	Plans training course
TT.SPP.ANIMATE.SESSION	Stimulates training sessions within a training course
TT.SPP.EVAL	Evaluates training situations and mechanism
TT.SPP.TPD	Follows up on the trainees' professional development in coordination with the educational counselor and the educational inspector, each within his/her domain
TT.SPP.CONTRIB.EDPROG	Provides valuable suggestions and contributions to the development of educational programs: Curriculum - Methods and techniques of education - Methods and techniques of assessment in education
TT.PR.COOPERATE	Cooperates with the various stakeholders involved in the training course
TT.CPD.PPD	Engages in a dynamic of professional development
TT.CPD.TT.ATTRIB	Portrays the attributes of a trained coach
TT.PE.PRINCIPLES	Commits to national and institutional texts governing training and education
TT.PE.LAWS	Commits to moral values and principles in the performance of his/her profession

Specialized Professional Practices

Specialized professional practices are related to the planning, activation and evaluation of the training course, and to the follow up - with the relevant stakeholders - on the trainee's professional track in every field.

Competency	Competency Components	Indicators*
TT.SPP.PLAN Plans training course	**TT.SPP.PLAN 1** Invests in the construction of the training course: the training needs of the trainees and the institution requesting the training, the national training plan, the basic training principles, the theoretical models associated with adult training and learning, while ensuring a close connection between theory and practice	**T.SPP.PLAN 1** **a.** Builds the training course by referring to a study of the trainees' needs (based on the self-assessment reports of the teacher), on the reports of the educational inspectors, counselors and supervisors, and the various reports and directives issued by the General Directorate and by the CERD **b.** Examines the local and institutional needs of the applicant (in the case of the private sector) **c.** Participates in periodic coordination meetings between the Office of Preparation and Training at the CERD, and the Pedagogical And Academic Guidance Department in the General Directorate in order to unify the vision and the working strategy between trainers and counselors in terms of developing teacher performance **d.** Applies the principles of vocational training and adult training in the course design **e.** Provides the psychological conditions necessary to ensure the training efficiency within his/her training plan **f.** Develops the training plan on the assumed prior acquisitions of the trainees and their needs **g.** Formulates practical training objectives that are measurable and consistent with the objectives of the training course **h.** Defines training outcomes **i.** Harmonizes between training activities and expected outcomes **j.** Selects appropriate means to achieve training objectives **k.** Uses the latest results of educational research to shed light on the best ways to deal with realistic learning situations

*These indicators are given as examples, but the list is not restrictive.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	TT.SPP.PLAN 2 Designs a differentiated training plan in terms of structure and internal cohesion, in the light of his/her professional experience and journey	**T.SPP.PLAN 2** **a.** Develops situations to achieve training objectives **b.** Sets priorities in the training stages and distinguishes between primary and secondary importance **c.** Diversifies the scenarios adopted from one training plan to another **d.** Adopts, if necessary, other successful training plans while designing his/her plan **e.** Plans evaluation activities ahead of time **f.** Determines the benefits and limits of the educational means that he/she intends to use **g.** Uses different strategies, techniques and work situations that are interrelated in serving training objectives **h.** Sets educational resources linked to each of the training components (objectives, expected outcomes, training content, activities, training techniques, evaluation) **i.** Designs different activities that require the use of technology
	TT.SPP.PLAN 3 Builds complex, active and interactive training situations that encourage the trainees to reflect on and solve professional issues	**T.SPP.PLAN 3** **a.** Designs training activities that enhance the trainees' creativity **b.** Designs training activities that allow building the knowledge of trainees **c.** Designs training situations that reinforce building the knowledge of trainees **d.** Builds active situations that encourage trainees to reflect on their professional issues and find appropriate solutions **e.** Designs problem situations to enhance the higher thinking skills of trainees **f.** Develops training situations that enhance the trainee's autonomy **g.** Designs activities ranging from understanding, applying, analyzing to summarizing and assessing, criticizing and innovating **h.** Puts at the disposal of the trainees professional outcomes to be employed in their professional practices after adapting them to their own educational condition

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	TT.SPP.PLAN 4 Verifies the availability of the necessary material and logistical requirements for the course	**T.SPP.PLAN 4** **a.** Makes sure that the training room is suitable (chairs, lighting, training equipment) **b.** Ensures that the building and equipment are suitable for trainees with special needs **c.** Provides administrative officials with a list of required stationery and equipment at least one week before the start of the course **d.** Ensures that necessary means and equipment are provided during training and throughout the break period
	TT.SPP.PLAN 5 Demonstrates mastery of the content of the course (academic, educational, linguistic)	**T.SPP.PLAN 5** **a.** Defines the concepts and knowledge content of the training material **b.** Makes sure to take into account the latest developments and scientific proposals for the training material **c.** Sequences concepts **d.** Diversifies sources of his/her educational information **e.** Highlights the situations and professional challenges through the use of several theoretical models **f.** Employs scientific research to support trainees in solving professional issues **g.** Suggests to trainees theoretical references **h.** Refers to scientific, theoretical and practical knowledge during training
TT.SPP.ANIMATE. SESSION Stimulates training sessions within a training course	**TT.SPP.ANIMATE. SESSION 1** Creates a friendly and safe learning environment	**TT.SPP.ANIMATE.SESSION 1** **a.** Pays attention to the tone and rhythm of his/her voice **b.** Enhances the activity of trainees: supports them to understand, to express, to work and to cooperate **c.** Avoids marketing his/her own ideas, opinions and training services **d.** Recognizes the body language indicators of trainees (eye movement - low head - etc.) **e.** Uses body language to express positive attitudes towards training and trainees (smiling, sitting with groups, looking at speakers with interest, etc.) **f.** Agrees with the trainees on the system of the training / course / session **g.** Uses activities that develop the spirit of cooperation among trainees **h.** Applies conflict resolution techniques **i.** Stimulates trainees to develop their practices and performance. Quietly and patiently controls conflicts and unforeseen problems

Competency	Competency Components	Indicators*
		*These indicators are given as examples, but the list is not restrictive.
	TT.SPP.ANIMATE. SESSION 2 Manages the group taking into account the individual differences and the diversity of trainees	**TT.SPP.ANIMATE.SESSION 2** **a.** Places trainees in a room which suits the type of the training activities **b.** Regulates the pace of teamwork **c.** Explains the concepts based on the supposed prior knowledge of trainees **d.** Builds on the experiences of the trainees during the group's stimulation **e.** Performs educational activities that are appropriate to the diversity of the trainees' learnong styles **f.** Diversifies training methods adopted, to match the situation of trainees **g.** Uses visual, auditory and motor means to take into account different learning profiles **h.** Walks around during practical activities **i.** Joins each working group for a short time **j.** Encourages interaction and participation of each trainee **k.** Moves smoothly from one activity to another and between various contents **l.** Modifies the progress of the training activity according to unexpected developments **m.** Adapts to trainees' individual differences and diversity **n.** Uses a variety of teaching aids to suit the diversity of trainees' learning styles
	TT.SPP.ANIMATE. SESSION 3 Adheres to the training plan while adapting to the situation of the trainees and to unexpected developments	**TT.SPP.ANIMATE.SESSION 3** **a.** Applies the methods described in the training plan **b.** Uses the tools proposed within his/her training plan **c.** Applies an alternative plan in the case of technical or technological failures or organizational developments that arise beyond his/her control **d.** Encourages critical thinking among trainees **e.** Distributes the tasks among the trainees in a manner that ensures the participation of all **f.** Assigns research and specific learning projects for the trainees **g.** Dedicates time for discussion after different activities **h.** Carries out activities, taking into account the time allotted in the training plans **i.** Takes into account breaks and their duration **j.** Adapts to the condition of the training center in terms of materials and equipment available **k.** Finds solutions to simple technological problems to ensure proper training

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	TT.SPP.ANIMATE. SESSION 4 Uses communication and stimulation techniques	**TT.SPP.ANIMATE.SESSION 4** **a.** Opens the training session with a motivating introduction **b.** Synthesizes a summary at the end of each activity **c.** Concludes the training course by opening new horizons for research and reflection **d.** Adopts multiple communication channels (written, oral expression, drawings, facial and physical movements) **e.** Communicates with trainees in a clear language away from a monotonous voice and from repetitions (common language, standardization of terms) **f.** Uses a variety of questioning techniques to enhance the higher thinking skills of the trainees **g.** Selects technological techniques to suit the objectives of the training session **h.** Diversifies the means of communication technologies (learning platforms, videos, telecommuting) **i.** Puts the technological means at the disposal of trainees to use them in their personal self-learning process **j.** Expresses scientific concepts in a simplified language using clear expressions **k.** Uses body language to enhance learning and to draw trainees' attention constantly **l.** Communicates with trainees using training concepts **m.** Interacts with trainees, and negotiates with them whenever necessary **n.** Uses language through reading, writing and communication
	TT.SPP.ANIMATE. SESSION 5 Uses professional reflective thinking techniques	**TT.SPP.ANIMATE.SESSION 5** **a.** Provides trainees with self-evaluation strategies and tools **b.** Develops trainees' skill to analyze professional practices **c.** Guides the trainees towards local and global digital educational resources which deal with the analysis of professional practices **d.** Creates training situations that provide trainees with professional peer support in self-analysis

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
TT.SPP.EVAL Evaluates training situations and mechanism	**TT.SPP.EVAL 1** Uses various evaluation strategies within the course	**TT.SPP.EVAL 1** **a.** Uses the appropriate type of assessment: (formative, summative, self-assessment) according to the objectives of the training situation **b.** Measures scientifically and objectively the trainees' acquired knowledge using indicators and evidence **c.** Assesses the relevance of the training content to the objectives **d.** Diversifies evaluation tools
	TT.SPP.EVAL 2 Evaluates the trainees' acquired knowledge during the course	**TT.SPP.EVAL 2** **a.** Evaluates the learning of each trainee based on training competencies and expected outcomes **b.** Evaluates trainees' progress at the end of the training **c.** Evaluates trainees' knowledge acquisition **d.** Evaluates the trainees' acquisition of professional behavior **e.** Evaluates the trainee's acquisition of new trends and perceptions **f.** Refers to mistakes as a necessary stage to build on for professional development in the learning process **g.** Provides trainees with clear, useful and practical feedback **h.** Uses work situations to ensure that all trainees understand the terms and concepts he/she uses **i.** Supports trainees in overcoming their learning difficulties during training, based on evaluation results **j.** Takes time to reflect on how to employ what has been produced / acquired by the trainees
	TT.SPP.EVAL 3 Evaluates the effectiveness of his/her training sessions in all their components	**TT.SPP.EVAL 3** **a.** Analyzes his/her professional practices **b.** Accepts remarks and evaluation results of his/her training performance **c.** Proceeds to self-evaluation **d.** Participates in the development of criteria and evidence to evaluate the course **e.** Participates in building assessment tools to collect information during the course **f.** Participates in the evaluation of the training course that he/she has delivered (by writing a report or participating in evaluation meetings)

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	TT.SPP.EVAL 4 Participates in the development of training techniques based on the evaluation results	**TT.SPP.EVAL 4** **a.** Suggests amendments to the training plan for the following year **b.** Invests the results of the evaluation to develop his/her subsequent sessions
TT.SPP.TPD Follows up on the trainees' professional development in coordination with the educational counselor and the educational inspector, each within his/her domain	**TT.SPP.TPD 1** Shares experiences with trainees during the course	**TT.SPP.TPD 1** **a.** Advises trainees - when needed - to join other courses that will support them professionally **b.** Shares with the trainees useful references, resources and topics **c.** Encourages trainees to share experiences among themselves **d.** Provides trainees with practical advice and success stories to improve their professional status **e.** Coordinates with the educational inspector and the educational counselor through sharing experiences and information about the professional tracks of trainees **f.** Instructs the trainees to seek the advice of the educational counselor when needed **g.** Encourages the trainees to seek the help of the psychosocial counselor when needed
	TT.SPP.TPD 2 Participates with the trainees, individually and collectively' to provide strategies and tools to be used during the practice of the profession	**TT.SPP.TPD 2** **a.** Develops the trainees' ability to analyze their professional practices by reflecting on their professional outcomes **b.** Encourages trainees during the course to reflect on their professional performance, based on an analysis of certain elements within their professional practices **c.** Encourages the trainees to engage in action-research

Competency	Competency Components	Indicators*
		*These indicators are given as examples, but the list is not restrictive.
	TT.SPP.TPD 3 Supports trainees in the development of their professional projects (short, medium and long term objectives while practicing their profession as well as strategies adopted to achieve them)	**TT.SPP.TPD 3** **a.** Helps trainees to analyze the specifications of their profession and to determine the difference between their professional profiles and the desired specifications **b.** Helps trainees to monitor the contribution of the training course in their professional development **c.** Encourages trainees to identify areas and techniques for their own professional development (training courses, self-learning) **d.** Encourages trainees to develop their professional distinctiveness **e.** Stimulates trainees to develop their profession
TT.SPP.CONTRIB. EDPROG Provides valuable suggestions and contributions to the development of educational programs: Curriculum - Methods and techniques of education - Methods and techniques of assessment in education	**TT.SPP.CONTRIB. EDPROG 1** Suggests development proposals to stakeholders according to evidence and indicators based on the current condition	**TT.SPP.CONTRIB.EDPROG 1** **a.** Provides suggestions on the development of the approved curriculum and the specifications of the official examinations **b.** Proposes samples of tests for official examinations

Professional Relations

Professional relations stem from cooperation between the trainer and his/her colleagues and the various parties involved in the training course.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
TT.PR.COOPERATE Cooperates with the various stakeholders involved in the training course	**TT.PR.COOPERATE 1** Works with colleagues and trainers in a professional group	**TT.PR.COOPERATE 1** **a.** Considers the opinion of colleagues when designing a training course **b.** Consults colleagues, if needed, during the implementation of a training course **c.** Shares professional experiences with colleagues **d.** Offers to colleagues constructive and professional criticism based on mutual respect **e.** Analyzes professional practices with colleagues while highlighting the strengths and needs for development **f.** Discusses professional issues with colleagues **g.** Meets periodically with colleagues for professional purposes **h.** Participates in regional and national workshops with colleagues
	TT.PR.COOPERATE 2 Coordinates with the various educational partners involved in the study of the training needs and the follow up of the trainees after the training (Educational Inspection, Pedagogical and Academic Guidance Department)	**TT.PR.COOPERATE 2** **a.** Participates in meetings with counselors and inspectors to discuss the training needs of teachers as well as the trainees' needs to follow up after training **b.** Delivers to training authorities an annual report on training needs and follow-up needs after training, based on the evaluation of training courses during the year **c.** Looks into the reports of inspectors and counselors on teachers' training needs

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	TT.PR.COOPERATE 3 Deals with trainees as professionals and colleagues	**TT.PR.COOPERATE 3** **a.** Uses a positive and interactive language (verbal and non-verbal) **b.** Builds trainees' self confidence **c.** Values the strengths of each trainee **d.** Listens to the professional ordeal of trainees **e.** Stimulates all trainees **f.** Encourages trainees who need reinforcement **g.** Encourages the exchange of diverse opinions and views **h.** Engages with trainees based on his/her conviction that every human being has a lifelong learning and a chance to change for the better **i.** Adapts his/her style in dealing with trainees according to the situation of each trainee **j.** Understands the specific status of each trainee **k.** Provides trainees with realistic guidance and orientation within their professional environment
	TT.PR.COOPERATE 4 Coordinates with the representatives of the training program to ensure proper training before, during and after the course	**TT.PR.COOPERATE 4** **a.** Discusses with the Officer of Resource Center[5] the training content and adjusts it as needed **b.** Coordinates with the stakeholders in preparing the logistical aspects of the course **c.** Organizes the evaluation technique of the course with administrative officials **d.** Delivers a report on the training proceedings to the administrators
	TT.PR.COOPERATE 5 Builds partnerships with the local community in coordination with his/her training institution	**TT.PR.COOPERATE 5** **a.** Enquires about programs and data related to initiatives within the community and relevant to the subject of training **b.** Uses training packages related to the subject of training, obtained from governmental and non-governmental organizations **c.** Coordinates with community officials to provide logistical requirements for training where necessary (taking into account the administrative hierarchy, in case the public sector is involved)

5. Officer of Resource Center = Technical Supervisor for Training

Continuous Professional Development

Continuous professional development implies the involvement of the trainer in the dynamic development and construction of his/her professional identity.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
TT.CPD.PPD Engages in a dynamic of professional development	**TT.CPD.PPD 1** Uses reflective thinking strategies to develop his/her perceptions, practices and professional behaviors	**TT.CPD.PPD 1** **a.** Creates a Portfolio and continuously develops it through reflective productions (written texts, audio recordings…) **b.** Participates actively in trainers' training courses **c.** Participates in professional practice analysis groups **d.** Designs self-assessment techniques **e.** Reflects on his/her professional practices before and after the implementation of the training course **f.** Participates in the evaluation sessions of his/her performance **g.** Builds on feedback and remarks from inspectors, officials, colleagues and trainees to develop his/her professional performance
	TT.CPD.PPD 2 Uses various technological means to develop his/her knowledge and professional skills	**TT.CPD.PPD 2** **a.** Participates in professional online courses via E-Learning **b.** Uses search engines to enrich his/her professional knowledge **c.** Participates in professional online groups to strengthen his/her professional network and exchanges experiences with other trainers and experts **d.** Masters the use of a computer and its software as well as electronic applications suitable for the training content, and appropriate data banks
	TT.CPD.PPD 3 Employs the latest educational and scientific updates to develop his/her performance	**TT.CPD.PPD 3** **a.** Participates in intellectual discussions on contemporary social and educational issues **b.** Uses self-management strategies (stress management, emotional management) **c.** Participates in scientific and professional courses on the latest developments in education and training

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
TT.CPD.TT.ATTRIB Portrays the attributes of a trained coach	**TT.CPD.TT.ATTRIB 1** Develops his/her professional identity as a trainer	**TT.CPD.TT.ATTRIB 1** **a.** Shows features of the professional trainer **b.** Exhibits strengths as a trainer **c.** Identifies areas that need development within his/her identity as a trainer **d.** Recognizes the importance of the development of his/her profession and shows motivation and enthusiasm to achieve training tasks
	TT.CPD.TT.ATTRIB 2 Continues to build his/her professional project in his/her path as a trainer	**TT.CPD.TT.ATTRIB 2** **a.** Plans his/her goals and future career path based on his/her situation and potential **b.** Builds a network of professional relationships that support him/her in achieving his/her professional project **c.** Creates innovative professional initiatives within the framework of his or her professional project
	TT.CPD.TT.ATTRIB 3 Develops his/her trainer's profile as a researcher	**TT.CPD.TT.ATTRIB 3** **a.** Participates in action-research to develop his/her perceptions and professional practices **b.** Reviews periodically the latest developments in educational research of all kinds **c.** Provides a critical analysis of his/her training experience during educational scientific conferences **d.** Adopts scientific means in dealing with the problems of his/her profession **e.** Identifies accurately the problems encountered by the trainer **f.** Develops a scientific methodology and procedural steps to tackle these problems (gathering information, analyzing, issuing conclusions and recommendations) **g.** Encourages trainees to participate in action-research

Professional Ethics

Professional ethics means commitment to national and institutional texts governing training and education, and to values and ethical principles in the performance of one's profession as a trainer.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
TT.PE.PRINCIPLES Commits to national and institutional texts governing training and education	**TT.PE.PRINCIPLES 1** Applies the terms of the training contract [6]	**TT.PE.PRINCIPLES 1** **a.** Ensures that his/her training contract does not conflict with his/her main profession in any way **b.** Applies the principles of scientific integrity and respects intellectual property when using resources and references **c.** Respects the duties and rights stipulated in his/her contract **d.** Implements the rules of procedure of the training center in a spirit of cooperation and belonging to a working group
	TT.PE.PRINCIPLES 2 Respects the various laws governing education and training in Lebanon when performing his/her training	**TT.PE.PRINCIPLES 2** **a.** Knows the duties and rights of teachers in Lebanon **b.** Takes into account the specificity of public and private education in Lebanon while dealing with trainees **c.** Adheres to national trends in training at the regional level **d.** Provides trainees with realistic advice and guidance applicable in the Lebanese educational context **e.** Designs training situations that help trainees to modify the system of their professional values, in accordance with the educational policy and with national values **f.** Provides feedback to develop legal educational texts in accordance with local developments **g.** Deals with different educational groups based on the principle of rights and duties

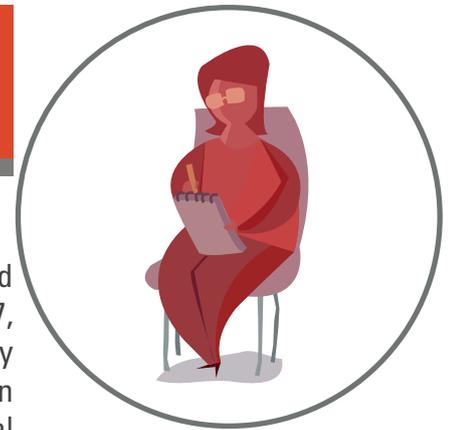6 Training contract (employee, trainer)

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
TT.PE.LAWS Commits to moral values and principles in the performance of his/her profession	**TT.PE.LAWS 1** Applies professional ethics in his/her behavior as an example for trainees	**TT.PE.LAWS 1** **a.** Takes into consideration the rights of the trainees **b.** Respects the dates and deadlines in dealing with trainees and with the various teams involved in training **c.** Maintains the necessary professional distance in dealing with the various people involved in training **d.** Takes care of his/her look **e.** Uses appropriate language in addressing the trainees and the various training partners
	TT.PE.LAWS 2 Takes into account the principles of justice, equity and non-discrimination among trainees	**TT.PE.LAWS 2** **a.** Evaluates trainees objectively, without prejudice or discrimination **b.** Listens respectfully to the views and beliefs of trainees **c.** Provides trainees with equal opportunities to highlight their achievements and learning
	TT.PE.LAWS 3 Preserves the privacy of others and the confidential information relating to their professional path	**TT.PE.LAWS 3** **a.** Conceals information related to the privacy of trainees and colleagues **b.** Preserves the names of trainees during the final evaluation **c.** Provides constructive personal feedback to those who cooperate with him/her

Educational Counselor

The Competency Framework for the Educational Counselor

Introduction

The Department of Orientation and Guidance, which grew out of the observed needs, was created by virtue of the executive decree No. 3252 dated May 17, 1972. It has put into effect the accelerated bill passed to the Parliament by Decree No. 2928 of 10/3/1972; aiming at founding a Department of Orientation and Guidance and creating educational zones in the Ministry of National Education and Fine Arts.

There are criteria for selecting these counselors: "They should be experienced and qualified, with high specialized diplomas, specifically in Didactics. They should also be significant contributors in the development of official exam questions, books, literature, research and other educational resources. Beside academic competency, educational counselors must have persuasion skills and professional ethics. "

At the same time, educational supervision[7] spread in private schools based on the materials and cycle. Then, it was developed to shift from the supervisory concept to another level of keeping up with the work of the teacher, supporting him/her in solving the problems faced during his/her professional practices, developing his/her performance, and providing him/her with educational and scientific developments, as well as post-preparation and support in the professional practice.

The universities have developed new branches at the level of postgraduate studies concerned with educational supervision of the work of teachers because it is a branch of education which establishes multiple theories and includes various methods and techniques. On the other hand, some educational institutions showed interest in this matter through the provision of training programs to meet this need.

As the Ministry of Education and Higher Education has given importance to the functions and responsibilities of The Department of Orientation and Guidance, and due to the ongoing and continuous development of educational notion, the role of the educational counselor exceeded the mere follow-up of the teacher. In fact, it extended from examining the implementation of the study plans, checking the application of the curriculum in its narrow sense, or evaluating performance within the class to participating in the leadership of comprehensive and continuous development and change. Therefore, it became necessary to build a common national vision for the competency framework of the condition of the educational counselor[8] in Lebanon. This document includes four main areas: specialized professional practices, professional relations, continuous professional development and professional ethics. Moreover, it describes their respective competency, the competency components and the evidence that verifies that the competency has been achieved.

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7. The tasks of educational supervision in private schools are equivalent to the tasks of educational guidance in public schools
8. In the public sector, his/her work is supervised by the Coordinator of the Center on the administrative side, and by the Coordinator of the subject matter on the technical side.

Competency Framework Coding Table 4 Professions

ACRONYM	PROFESSIONS AND DOMAINS
EC	Educational Counselor
SPP	Specialized Professional Practices
PR	Professional Relations
CPD	Continuous Professional Development
PE	Professional Ethics

CODE	COMPETENCIES
EC.SPP.PLAN	Plans the process of supervision of the teaching and learning processes according to scientific standards
EC.SPP.SUPERVISE	Applies and develops a variety of supervision methods
EC.SPP.EVAL	Evaluates the of the effectiveness teaching-learning process considering teacher performance / curriculum / teaching methods
EC.SPP.CONTRIB.DVPT	Offers valuable suggestions and contributions to the development of educational programs: curriculum – teaching styles and techniques - methods and techniques of teaching evaluation/adjustment
EC.SPP.CONSULT.ED	Provides specialized educational consultations
EC.PR.COMMUNICATE	Communicates with the various educational stakeholders and learners groups
EC.PR.BUILDS.REL	Encourages building positive relationships among teachers, learners and the school community in all its elements
EC.PR.CONTRIB.CLIMATE	Contributes to the improvement of the school environment through the development of relationships at school
EC.CPD.PPD	Develops his/her professional performance
EC.CPD.TCHR.PD	Develops teachers' professional performance
EC.CPD.REFLEXIVE	Reflects on the problems of his/her profession
EC.PE.PRINCIPLES	Adheres to the principles of professional ethics
EC.PE.LAWS	Abides by the laws and regulations established
EC.PE.PROF.IMAGE	Reflects a positive image of the profession

Specialized Professional Practices

The specialized professional practices of the educational counselor at the Department of Orientation and Guidance include planning for the supervision of the teaching-learning processes, applying and developing a variety of supervision methods, evaluating the effectiveness of the learning process in relation to the teacher's performance/curriculum/teaching methods. These practices also include making suggestions and valuable contributions to the development of educational programs (curriculum, teaching methods and techniques, assessment methods and remedial techniques).

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.SPP.PLAN Plans the process of supervision of the teaching and learning processes according to scientific standards	**EC.SPP.PLAN 1** Develops a plan (annual, quarterly) for supervising teachers' performance	**EC.SPP.PLAN 1** **a.** Identifies the target group accurately along with the general objectives and specific objectives, resources, activities and methods, scheduling and time tables **b.** Sets the verification criteria and how they are measured to evaluate the plan **c.** Establishes a schedule of school visits for educational follow-up **d.** Prepares class observations at all educational stages; lessons' explanations - solution of exercises - application of examinations - oral recitations and others
	EC.SPP.PLAN 2 Develops a plan (annual, quarterly) to supervise the educational process (teaching/learning) in the classroom with all its elements (methods - strategies - assessment)	**EC.SPP.PLAN 2** **a.** Includes checking the lessons prepared by the teachers **b.** Designs a program to discuss with the teachers the lessons they prepared and to provide feedback on them **c.** Specifies elements of supervision of learners' outcomes; samples of tests - student activities - learners' notebooks and others **d.** Supervises the evaluation process and the various tools: applying the tests (number and variety of assessment tools of evaluations) - compliance with the specifications of official exams- applying the correction criteria approved in the official examinations - comparing results with previous results of other people - comparing the oral results with the written ones - vertical and horizontal comparisons **e.** Supervises the implementation of support programs: measuring the appropriateness of the number of remedial sessions - programming support sessions - diversity of remedial strategies - measuring the effectiveness of support by measuring the improvement of results

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.*
	EC.SPP.PLAN 3 Develops a plan (annual / quarterly) to supervise educational programs (curriculum - books - class schedule - educational plan - annual distribution	**EC.SPP.PLAN 3** **a.** Includes in his/her plan the coverage of the objectives in the Lebanese curriculum on annual and periodic basis **b.** Checks that the number of sessions allocated in the distribution matches the number of sessions specified in the curriculum; taking into consideration the balance in their distribution **c.** Verifies adherence of the educational institution to the basic books approved by the CERD, or their equivalent, as approved by the CERD, in terms of their adoption in the field of public education
	EC.SPP.PLAN 4 Activates the coordination process at school to improve the teaching/learning process	**EC.SPP.PLAN 4** **a.** Examines of the process of coordination with the coordinator, the teachers and the school administration **b.** Studies with them the difficulties encountered in the coordination process **c.** Discusses with them the proposed solutions to overcome difficulties in the coordination process **d.** Evaluates the effectiveness of proposed solutions to overcome difficulties in collaboration with the coordinators, teachers and school administration
	EC.SPP.PLAN 5 Develops a plan (annual / quarterly) to supervise student activities	**EC.SPP.PLAN 5** **a.** Checks the calendar of annual, national and civic activities and events related to the subject matter taught **b.** Sets a program for the observation of the various activities inside and outside the classroom, to be judged according to specific criteria
	EC.SPP.PLAN 6 Employs in planning the highest level of mastery of the educational subject matter	**EC.SPP.PLAN 6** **a.** Masters the concepts and cognitive contents of the educational subject matter **b.** Utilizes the latest developments and scientific proposals in the follow-up of the educational subject matter **c.** Diversifies sources of educational information **d.** Checks teachers' access to resources and books available in the school library **e.** Employs scientific research to support teachers in solving professional issues

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.SPP. SUPERVISE Applies and develops a variety of supervision methods	**EC.SPP.SUPERVISE 1** Uses effectively various types of educational supervision methods as needed	**EC.SPP.SUPERVISE 1** **a.** Applies preventive supervision in order to anticipate the difficulties that the teacher might encounter **b.** Applies remedial supervision where there is a specific lack in teaching efficiency, performance or skill **c.** Applies supportive supervision during work to provide the teacher with the knowledge and skills he/she needs to become independent
	EC.SPP.SUPERVISE 2 Develops methods of supervision and techniques according to learning situations and new needs in accordance with the applied regulations	**EC.SPP.SUPERVISE 2** **a.** Adapts the means and techniques to the emerging needs in the field of educational supervision **b.** Integrates different supervisory methods to suit emerging situations **c.** Uses IT to develop the mission of supervision
EC.SPP.EVAL Evaluates the of the effectiveness teaching-learning process considering teacher performance / curriculum / teaching methods	**EC.SPP.EVAL 1** Uses classroom observation to collect information about the effectiveness of the learning process	**EC.SPP.EVAL 1** **a.** Sets classroom observations that vary in purpose and type according to the need: classroom management - behavior management - time management - questions asked - use of audio, visual and digital media according to the forms and applications approved for this purpose **b.** Writes a report summarizing teaching practices that affect negatively or positively the teaching effectiveness
	EC.SPP.EVAL 2 Analyzes all information and data to measure the effectiveness of education and improvement suggestions	**EC.SPP.EVAL 2** **a.** Identifies the factors that affect the teaching effectiveness negatively and positively; providing indicators and evidence and proposing hypotheses **b.** Develops practical procedural recommendations within a timetable with verification criteria **c.** Measures the teacher's progress in partnership with him/her based on learning outcomes

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	EC.SPP.EVAL 3 Evaluates the impact of the supervision process on the achievement of learning outcomes and offers suggestions in partnership with the teacher	**EC.SPP.EVAL 3** **a.** Prepares recommendations for improved performance **b.** Supervises the implementation of the recommendations, in partnership with the director of the institution and the teacher **c.** Encourages the teacher to propose future recommendations
EC.SPP.CONTRIB. DVPT Offers valuable suggestions and contributions to the development of educational programs: curriculum – teaching styles and techniques - methods and techniques of teaching evaluation/ adjustment	**EC.SPP.CONTRIB.DVPT 1** Provides development proposals to stakeholders based on indicators and evidence drawn from factual information	**EC.SPP.CONTRIB.DVPT 1** **a.** Measures the extent to which the objectives of the curriculum are achieved **b.** Tracks weaknesses in curriculum application **c.** Identifies the obstacles to the implementation of the curriculum by submitting a report **d.** Assesses the appropriateness of the resources used for the objectives established in the curriculum **e.** Uses the teacher's guide to improve the implementation of the curriculum
	EC.SPP.CONTRIB.DVPT 2 Provides developmental suggestions to stakeholders based on indicators and evidence to keep abreast of scientific and educational developments	**EC.SPP.CONTRIB.DVPT 2** **a.** Provides new and effective ideas for the development of teaching and learning processes, based on modern discoveries and on the needs of the age **b.** Proposes samples of tests for official examinations **c.** Participates actively in the programs / development projects that he/she is assigned **d.** Provides suggestions in developing the curriculum based on the results of the assessment and the results of the official examinations
	EC.SPP.CONTRIB.DVPT 3 Keeps abreast of activities related to the subject matter taught, to develop educational programs	**EC.SPP.CONTRIB.DVPT 3** **a.** Observes the various activities related to the subject matter nationally and globally **b.** Participates efficiently in the suitable activities to which he/she is invited **c.** Participates with the stakeholders in organizing professional orientation activities for learners, based on the educational subject matter **d.** Informs teachers in the school about the educational developments available and on the recommendations of the conferences in which he/she participates **e.** Assesses the impact of these activities on the achievement of learning outcomes

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	EC.SPP.CONTRIB.DVPT 4 Organizes activities related to the subject matter for the development of educational programs	**EC.SPP.CONTRIB.DVPT 4** **a.** Suggests activities related to the subject matter that would bring added value **b.** Provides an operational plan for the suggested activities **c.** Oversees the implementation of the activities plan **d.** Evaluates the results of these activities in the light of the learning outcomes
EC.SPP.CONSULT. ED Provides specialized educational consultations	**EC.SPP.CONSULT.ED 1** Expresses an opinion about the proposed studies and projects related to the educational subject matter	**EC.SPP.CONSULT.ED 1** **a.** Looks into at the submitted proposals **b.** Collects information on the requested topic, its terms and benefits **c.** Provides a scientific opinion to the concerned parties based on scientific indicators and evidence **d.** Keeps up with the various stages of implementation of the study where necessary **e.** Uses the results of the study in the development of educational programs

Professional Relations

Professional relations of the educational counselor involve communicating with various educational partners and learners, encouraging the teacher to build positive relationships with the school community and the environment (colleagues - administration and learners ...), and improving the school environment through the development of the prevailing relations.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.PR. COMMUNICATE Communicates with the various educational stakeholders and learner groups	**EC.PR.COMMUNICATE 1** Demonstrates the skills of effective communication in his/her relations with different parties and with learners	**EC.PR.COMMUNICATE 1** **a.** Selects the appropriate communication channel for the situation, content, and target group **b.** Adheres to the ethics of the various means of communication, including in social communication **c.** Orally communicates with others clearly, respectfully and positively **d.** Listens thoroughly to what others say **e.** Reiterates an idea when needed to make sure the message is clear **f.** Communicates in writing with others in a clear, direct and appropriate way **g.** Accepts the different opinions and views presented in front of him/her
EC.PR.BUILDS.REL Encourages building positive relationships among teachers, learners and the school community in all its elements	**EC.PR.BUILDS.REL 1** Contributes to the development of effective communication through modeling	**EC.PR.BUILDS.REL 1** **a.** Builds positive relationships based on respect in the school community and its environment **b.** Participates in various social events at the institution, in coordination with the stakeholders **c.** Employs various means of communication and technology to activate communication among different stakeholders **d.** Participates in professional online groups to strengthen his/her professional relations network and to exchange experiences with other educators **e.** Maintains a professional role while communicating with others

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	EC.PR.BUILDS.REL 2 Motivates teachers to build professional relationships with colleagues, parents and the school community - in coordination with stakeholders – for the sake of learners	**EC.PR.BUILDS.REL 2** **a.** Encourages the administration to call parents in order to look into the situation of learners and discuss it in coordination with teachers and educational supervisors **b.** Encourages teachers to communicate with colleagues from different units and cycles to discuss challenges and share experiences **c.** Proposes partnership initiatives between the school, the specialized stakeholders and the local community
EC.PR.CONTRIB. CLIMATE Contributes to the improvement of the school environment through the development of relationships at school	**EC.PR.CONTRIB. CLIMATE 1** Monitors the level of positive cooperation and team spirit among colleagues to achieve common goals and activities and suggests recommendations for improvement	**EC.PR.CONTRIB.CLIMATE 1** **a.** Organizes strategies to exchange experiences among teachers **b.** Encourages collaborative work and positive competition among teachers **c.** Proposes distributing work and tasks among team members
	EC.PR.CONTRIB. CLIMATE 2 Sympathizes with others who have problems in different situations	**EC.PR.CONTRIB.CLIMATE 2** **a.** Shows interest in others' feelings **b.** Puts himself/herself in others' shoes **c.** Takes the mediator role in solving problems whenever possible **d.** Suggests solutions appropriate to the potentials of people in trouble **e.** Asks the people in trouble to propose alternative solutions for their problems **f.** Supports the people in trouble in the decisions they take to solve their problems
	EC.PR.CONTRIB. CLIMATE 3 Supports the teacher	**EC.PR.CONTRIB.CLIMATE 3** **a.** Spots the strengths of the teachers in order to build on them **b.** Helps teachers overcome their weaknesses **c.** Participates with the teachers in various educatiaonal activities which are organized inside and outside the institution in coordination with the concerned parties

Continuous Professional Development

Continuous professional development deals with the self-development of the educational counselors and the development of their profession. It also deals with their contribution to social change through reflecting on their professional performance on the one hand, and on their contribution in improving the teachers' performance on the other hand.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.CPD.PPD Develops his/her professional performance	**EC.CPD.PPD 1** Reflects on his/her own performance in relation to the description of his/her work and the new educational developments in order to identify the training and development needs	**EC.CPD.PPD 1** **a.** Defines his/her own strengths **b.** Identifies areas that need improvement **c.** Employs experiences and feedback of others (peer assessment / administration's evaluation …) in developing his/her professional performance **d.** Draws lessons learned and infers training needs from his/her professional practices **e.** Makes sure to self-assess himself/herself
	EC.CPD.PPD 2 Builds a continuous professional development plan according to the training needs to improve his/her performance	**EC.CPD.PPD 2** **a.** Sets a continuous professional development plan that meets the observed training needs **b.** Ensures that his/her continuous professional development plan is ambitious and includes up-to-date goals **c.** Ensures that his/her continuous professional development plan includes ambitious objectives in terms of the use of technology **d.** Sets procedures to develop his/her performance **e.** Participates in specialized professional courses to develop his/her knowledge and professional skills through distance training (E-Learning) **f.** Uses search engines to enrich his/her professional knowledge **g.** Enriches his/her professional experience through readings and self-informing **h.** Stays keen to attend the programs and training courses when invited by his/her administration **i.** Participates with others in submitting worksheets or enriching programs

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	EC.CPD.PPD 3 Evaluates his/her own performance plan and redefines priorities and needs	**EC.CPD.PPD 3** **a.** Submits worksheets or enrichment programs **b.** Organizes a portfolio delete containing all his/her contributions **c.** Measures the impact of the continuous professional development plan on his/her performance **d.** Writes a reflective thinking paper to reflect on his/her level of achieving the goals set in the professional development plan **e.** Establishes future goals for his/her professional performance
EC.CPD.TCHR.PD Develops teachers' professional performance	**EC.CPD.TCHR.PD 1** Evaluates teachers' performance and tasks they are assigned based on the competency framework and sets recommendations	**EC.CPD.TCHR.PD 1** **a.** Collects information about teachers' performance based on various sources of information **b.** Converts performance assessment summaries into a list of training needs
	EC.CPD.TCHR.PD 2 Determines teachers' needs on the basis of the performance evaluation summary	**EC.CPD.TCHR.PD 2** **a.** Develops a plan to meet the training needs resulting from performance evaluation **b.** Instructs teachers to attend training sessions according to their needs
	EC.CPD.TCHR.PD 3 Sets professional development programs based on needs analysis	**EC.CPD.TCHR.PD 3** **a.** Identifies common needs at the level of the subject matter **b.** Organizes educational meetings that contribute to fulfilling the needs observed **c.** Plans, during the educational meetings, for activities that suit the diversity of methods of acquiring knowledge, using appropriate audiovisual and technological tools **d.** Builds on the experiences of teachers during the implementation of these activities **e.** Assesses the impact of these meetings on teacher performance **f.** Diversifies development methods in the professional development plan

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	EC.CPD.TCHR.PD 4 Measures the impact of professional development through the progress of teachers' performance and the improvement of learning outcomes	**EC.CPD.TCHR.PD 4** **a.** Analyzes the results of assessing teachers' performance in relation to professional development programs **b.** Analyzes learning outcomes in relation to continuous professional development programs (eg. IT for education) **c.** Prepares a final report including professional development proposals for the following year
	EC.CPD.TCHR.PD 5 Motivates teachers to reflect on their performance and to identify their training needs	**EC.CPD.TCHR.PD 5** **a.** Motivates teachers to reflect on their performance in order to overcome the work challenges **b.** Encourages teachers to self-assess their performance
	EC.CPD.TCHR.PD 6 Contributes to the development of teachers' work by proposing different training titles	**EC.CPD.TCHR.PD 6** **a.** Participates in regular coordination meetings in order to unify the vision and to monitor the needs among the CERD / continuous Training and the General Directorate of Education / the Pedagogical and Academic Guidance Departement in order to unify the vision regarding the development of teachers' performance
	EC.CPD.TCHR.PD 7 Contributes to the development of teachers' work by proposing various methods of empowerment in the school (teachers attending each other's classes – good relationships among coworkers - sample lessons ...) and outside the school	**EC.CPD.TCHR.PD 7** **a.** Holds meetings to share experiences and to provide feedback **b.** Informs teachers of the relevant local educational meetings and programs **c.** Provides a program of mutual attendance among teachers as needed **d.** Supervises a process of mutual attendance among teachers as needed **e.** Provides sample lessons as needed **f.** Suggests useful targeted readings as needed

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.CPD.REFLEXIVE Reflects on the problems of his/her profession	**EC.CPD.REFLEXIVE 1** Shows the skills of the educational counselor as a researcher	**EC.CPD.REFLEXIVE 1** **a.** Presents and shares with colleagues the results of research and related scientific developments that he/she is informed of **b.** Adopts scientific methods to answer the questions raised **c.** Publishes his/her contributions on specialized websites and pamphlets **d.** Commits to scientific integrity in all his/her contributions **e.** Works according to scientific developments and facts **f.** Examines thoroughly the validity of the information available to him/her
	EC.CPD.REFLEXIVE 2 Conducts Action Research as needed to serve the teachers	**EC.CPD.REFLEXIVE 2** **a.** Identifies accurately the problems that hinder the work of the teachers **b.** Establishes scientific methodology and procedural steps to research these problems (data collection-data analysis) **c.** Applies field research **d.** Formulates research results **e.** Explains research results **f.** Provides practical recommendations for the development of the action plan **g.** Provides a critical analysis of his/her training experience in educational scientific conferences
	EC.CPD.REFLEXIVE 3 Motivates teachers to participate in action research	**EC.CPD.REFLEXIVE 3** **a.** Presents the results of action research organized by others and related to the problems observed **b.** Puts the recommendations of research into practice to attain benefits **c.** Conducts action research in partnership with teachers to address the problems at work **d.** Transforms research findings into operational plans and practical steps

Professional Ethics

It expresses commitment to professional ethics in dealing with all parties, providing a positive image of the profession, and abiding by laws and regulations and their application.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.PE.PRINCIPLES Adheres to the principles of professional ethics	**EC.PE.PRINCIPLES 1** Keeps information confidential	**EC.PE.PRINCIPLES 1** **a.** Commits to confidentiality towards the information that he/she receives within his/her work **b.** Uses the information he/she gets in its specific frame **c.** Respects the privacy of others
	EC.PE.PRINCIPLES 2 Maintains the integrity of information when transferring it	**TT.PE.PRINCIPLES 2** **a.** Stays away from any personal or external influence in monitoring the required information **b.** Objectively records the information he/she observes **c.** Communicates information honestly to the relevant authorities
	EC.PE.PRINCIPLES 3 Takes into account the criteria of equality and fairness in working with different parties	**TT.PE.PRINCIPLES 3** **a.** Treats all parties fairly and equally in different situations **b.** Provides equal access to follow-up **c.** Provides the teacher with the development opportunities he/she is aware of **d.** Provides teachers with equal opportunity to develop and demonstrate achievements and excellence **e.** Encourages the teacher to pursue specialized studies **f.** Boosts the teachers' outstanding performance

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
EC.PE.LAWS Abides by the laws and regulations established	**EC.PE.LAWS 1** Applies the laws, regulations and duties associated with his/her profession	**EC.PE.LAWS 1** **a.** Responds to various questions related to the teaching profession based on relevant laws and regulations **b.** Commits to work schedules and attends meetings **c.** Performs required work within specific deadlines and dates (writing reports...) **d.** Documents his/her work in the records according to the approved forms **e.** Uses his/her jurisdiction prescribed in the texts for the benefit of the work **f.** Applies laws and regulations to all parties consistently and fairly
	EC.PE.LAWS 2 Encourages the application of the system, circulated notes and memoranda issued by the specialized authorities	**EC.PE.LAWS 2** **a.** Implements the decisions issued by the official authorities **b.** Recalls the laws and regulations and the consequences of violating them when needed **c.** Explains the usefulness of the adoption and application of any law or regulation **d.** Praises others for abiding by laws and regulations
	EC.PE.LAWS 3 Spreads the culture of law-abiding in his/her surrounding	**EC.PE.LAWS 3** **a.** Deals transparently with different situations **b.** Uses inquiry in different situations **c.** Shares with others the various relevant educational documents available to him/her **d.** Deals with different educational groups based on the principle of rights and duties **e.** Provides feedback to develop legal educational texts in line with local developments
EC.PE.PROF. IMAGE Reflects a positive image of the profession	**EC.PE.PROF.IMAGE 1** Builds common approaches with teachers on the role of education and teaching in social change and reform	**EC.PE.PROF.IMAGE 1** **a.** Shows enthusiasm and motivation when performing his/her work **b.** Reflects in his/her behavior positive convictions about the role of education in changing societies

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	EC.PE.PROF.IMAGE 2 Constitutes, with teachers' participation, a conceptual awareness and framework among teachers for the concept of caring for learners	**EC.PE.PROF.IMAGE 2** **a.** Follows up the development of the learners' performance **b.** Analyzes the causes of various developments of all kinds to provide appropriate intervention **c.** Traces the mental, psychological, physical and social factors that affect learners' performance **d.** Refers learners to various support and follow-up parties according to their needs **e.** Encourages teachers to empathize with the different situations of learners **f.** Instructs the teachers to pay attention not only to the teaching process, but also to the learning process

Psychosocial Counselor

The competency Framework for the Psychosocial Counselor

Introduction

The life of an individual and the various aspects of his/her personality are strongly and directly affected by psychosocial factors, whether in school or outside, and can have negative repercussions on the individual and on society in terms of psychological, emotional and social compatibility, as the safety of society resides in the safety of its members.

The stages of academic education are the basis for preparing the learner. Education addresses knowledge in general, as well as skills and values. Moreover, the traditional curriculum applied in schools does not provide enough preparation to change the attitudes and modify the learners' behavior and thus does not help them face and overcome traumas and crises, or mitigate the negative consequences that they might have. Hence, education should promote psychosocial competencies so that the learners can benefit from them in their personal and social life.

Psychosocial work is an integral part of the process of educational development and contributes to improving the quality of education and enhancing the human aspect. Schools in Lebanon face difficulties, affecting them in areas far beyond academic areas. Therefore, monitoring these psychological, social and emotional difficulties and their underlying factors provides a better understanding for dealing with learners in the stages of prevention, diagnosis and remedy.

The role of the psychosocial counselor is to provide a range of services and activities that develop the psychological, social and academic aspects of the learners in order to protect them, help them understand themselves, confront their difficulties, acknowledge their abilities and potentials and invest in them for achieving their goals.

The psychosocial counselor, through his/her performance, shows values, skills and trends which need to be included in a competency framework that represents a statement of the competencies that need to be achieved in his/her professional fields. This competency framework[9] is a practical process that specifies the professional identity, and represents a reference for the professional performance of psychosocial counselors.

9. In the public sector, the psychosocial counselor is supervised, on the administrative side, by a Supervisor, a District Coordinator and a General Coordinator. Same structure applies on the technical side.

Competency Framework Coding Table 4 Professions

ACRONYM	PROFESSIONS AND DOMAINS
PSSC	Psychosocial Counselor
SPP	Specialized Professional Practices
PR	Professional Relations
CPD	Continuous Professional Development
PE	Professional Ethics

CODE	COMPETENCIES
PSSC.SPP.PLAN	Plans the process of psychosocial guidance in line with the level of learners and their needs
PSSC.SPP.GUIDE	Uses the concepts and strategies of psychosocial guidance
PSSC.SPP.SUPERVISE	Uses the concepts and procedures of the supervision process (for the psychosocial supervisor)
PSSC.SPP.CAREER.GUIDE	Helps in students' career guidance
PSSC.PR.COOPERATE. COMMUNITY	Cooperates with the various stakeholders (teachers - administrators - parents)
PSSC.PR.COOPERATE.GOV	Cooperates with governmental institutions and civil society institutions (specific to the PSSC supervisor/ coordinator)
PSSC.CPD.PPD	Develops his/her professional performance
PSSC.CPD.PSS.ATTRIB	Portrays the attribute of a trained psychosocial counselor
PSSC.CPD.EDTEAM.PERFORM	Develops the performance of educational groups in dealing with the needs and difficulties of learners
PSSC.CPD.REFLEXIVE	Reflects on the issues of his/her profession
PSSC.PE.PRINCIPLES	Commits in his/her performance to the principles and ethics of the profession
PSSC.PE.LAWS	Commits to the laws of the institution in which he/she works and of all the institutions he/she deals with
PSSC.PE.PROF.IMAGE	Reflects a positive image of the profession

Specialized Professional Practices

Specialized professional practices are related to the planning of the psychosocial guidance process and the use of concepts and strategies aiming at the success of this process.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC.SPP.PLAN Plans the process of psychosocial guidance in line with the level of learners and their needs	**PSSC.SPP.PLAN 1** Organizes psychosocial counselling programs	**PSSC.SPP.PLAN 1** **a.** Establishes an annual work plan at the beginning of the academic year **b.** Monitors the needs of learners **c.** Sorts needs according to priorities **d.** Specifies goals of established programs **e.** Takes in his/her programs the different age groups and learning stages into account **f.** Follows up the implementation of programs as scheduled (rights and duties, communication skills and habits, exam anxiety, self-esteem, self-protection, positive communication, nonviolent communication, etc.) **g.** Runs programs based on learners' needs in cooperation with teachers **h.** Develops guidance programs for learners **i.** Develops guidance programs for teachers **j.** Develops guidance programs for parents
	PSSC.SPP.PLAN 2 Uses the programs of psychosocial skills as a developmental and preventive strategy	**PSSC.SPP.PLAN 2** **a.** Identifies psychosocial skills according to different stages of learners' growth (psychological-mental-emotional-social and physical) **b.** Applies the necessary psychosocial skills in his/her professional performance **c.** Implements awareness programs to prevent, and protect learners against the dangers of inappropriate behaviors (sexual harassment, violence, addiction, etc.) **d.** Holds educational meetings collectively or individually **e.** Helps learners develop specific skills through group interaction **f.** Develops an intervention plan for learners' special cases

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	PSSC.SPP.PLAN 3 Organizes a variety of activities that address the psychosocial needs of learners	**PSSC.SPP.PLAN 3** **a.** Creates activities that support the psychosocial counselling process (individual or group), in collaboration with the educational coordinator **b.** Takes in his/her activities the different age groups and learning stages into account **c.** Works on spreading psychosocial awareness among teachers and learners through activities (specialized workshops, seminars…) **d.** Demonstrates the achievements of learners in psychosocial guidance activities
	PSSC.SPP.PLAN 4 Employs the resources and opportunities available to achieve the objectives envisaged in the process of psychosocial guidance	**PSSC.SPP.PLAN 4** **a.** Organizes a special office suited to the process of psychosocial guidance in coordination with the school director **b.** Uses the various technologies available (movies, display of electronic posters, etc.) in psychosocial guidance programs **c.** Involves educational teams within the school in his/her extra-curricular activities **d.** Cooperates with the personnel responsible for the school possessions to facilitate his/her use of these facilities **e.** Organizes seminars for learners, parents and educators to highlight the importance of psychosocial guidance **f.** Uses electronic tools (computer) to organize his/her work, save his/her files and communicate with the concerned authorities (e-mails)

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC.SPP.GUIDE Uses the concepts and strategies of psychosocial guidance	**PSSC.SPP.GUIDE 1** Monitors learners' psychosocial and learning situations	**PSSC.SPP.GUIDE 1** **a.** Conducts observations to monitor learners' situations, based on observation tools prepared specifically for this purpose **b.** Develops work tools appropriate for use in programs and activities **c.** Uses models and tools to collect information about learners **d.** Classifies learners according to their levels (outstanding, gifted, slow learners, delayed learners, learners with learning difficulties) **e.** Defines the situations of learners with special needs learners **f.** Defines the behavioral cases of learners (violence, bullying, smoking, theft, etc.) **g.** Coordinates with the health counselor to define the learners' health issues **h.** Delimits the cases of learners who suffer from psychological and social adjustment difficulties **i.** Describes the cases of learners who suffer from psychological and social adjustment issues **j.** Describes learners' situations according to their frequency and severity **k.** Follows up cases of learners' absenteeism of learners, in coordination with the supervisor
	PSSC.SPP.GUIDE 2 Applies psychosocial guidance techniques based on learners' situations	**PSSC.SPP.GUIDE 2** **a.** Uses direct and indirect observation for each case **b.** Interviews teachers and parents to collect information about each case **c.** Documents information in a specific case-file **d.** Studies the situation: history - description - development of a preliminary intervention plan - follow up of the case **e.** Refers cases that require treatment to the psychosocial supervisor **f.** Offers individual guidance to modify some inappropriate behaviors **g.** Provides collective guidance in order to develop the personalities of learners and provide them with the skills needed to face problems **h.** Involves educational partners in dealing with learners' cases **i.** Manages daily emergency situations with professionalism

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	PSSC.SPP.GUIDE 3 Provides educators and parents with feedback on cases he/she followed	**PSSC.SPP.GUIDE 3** **a.** Informs concerned educational partners with the situations of learners and the services provided to them **b.** Provides parents with information about their children's situations and their own role in care-giving **c.** Instructs educational teams and parents on each case
PSSC.SPP. SUPERVISE Uses the concepts and procedures of the supervision process (for the psychosocial supervisor)	**PSSC.SPP.SUPERVISE 1** Provides support and technical guidance to the permanent psychosocial counselor	**PSSC.SPP.SUPERVISE 1** **a.** Follows up on the work of psychosocial counselors employed in schools to enhance their communication skills **b.** Follows up on the work of psychosocial counselors employed in schools as they implement the psychosocial counselling program within the frame of the preventive approach **c.** Develops subject matters in the programs of psychosocial guidance, based on the field work and on his/her participation in educational meetings and workshops provided by governmental and non-governmental institutions **d.** Identifies resources for psychosocial guidance programs based on field work and on his/her participation in educational meetings and workshops provided by governmental and non-governmental institutions **e.** Accompanies the entry of private institutions concerned with psychosocial and behavioral safety to the public schools in order to coordinate with them so that to cover all subjects and all schools
	PSSC.SPP.SUPERVISE 2 Applies the practical procedures approved within the psychosocial guidance team	**PSSC.SPP.SUPERVISE 2** **a.** Receives the referral of the school psychosocial counselor **b.** Examines the reports submitted by the school counselors in order to evaluate and develop the psychosocial counselling work **c.** Discusses the reports submitted by the psychosocial counselors in schools **d.** Coordinates the follow-up of cases with governmental and non-governmental stakeholders

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC.SPP. CAREER.GUIDE Helps in students' career guidance	**PSSC.SPP.CAREER. GUIDE 1** Explores the scientific and professional interests of learners and their potentials	**PSSC.SPP.CAREER.GUIDE 1** **a.** Monitors with the specialized authorities the available specialties that are compatible with the potentials and interests of the learners **b.** Interviews learners to explore their scientific and professional orientation **c.** Asks learners to complete forms in order to find out their present academic orientation and professional abilities
	PSSC.SPP.CAREER. GUIDE 2 Offers counselling sessions to learners	**PSSC.SPP.CAREER.GUIDE 2** **a.** Prepares guidance sessions and professional activities based on the findings obtained from the filled-out forms and interviews **b.** Conducts orientation meetings for learners in the scientific specialty in partnership with the stakeholders

Professional Relations

Professional relationships include cooperation and interaction in a professional manner with various parties involved in the process of psychosocial guidance.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC. PR.COOPERATE COMMUNITY Cooperates with the various stakeholders (teachers - administrators - parents)	**PSSC.PR.COOPERATE. COMMUNITY 1** Interacts with stakeholders through communicative attitudes	**PSSC.PR.COOPERATE. COMMUNITY 1** **a.** Provides concerned parties with psychosocial guidance **b.** Shows no bias in psychosocial guidance **c.** Conducts constructive conversations **d.** Accepts the views of concerned parties **e.** Encourages acceptance of the views of others **f.** Demonstrates effective verbal and nonverbal communication skills in relationships **g.** Approaches topics professionally and objectively **h.** Involves participants in extracurricular activities
	PSSC.PR.COOPERATE. COMMUNITY 2 Maintains close professional relations with the educational stakeholders	**PSSC.PR.COOPERATE. COMMUNITY 2** **a.** Conducts an educational assessment based on an educational monitoring network for learners with learning difficulties **b.** Cooperates with the department of support programs and special education programs for learners with learning disabilities and people with special needs **c.** Listens to the views of the educational partners **d.** Participates in the organization and orientation board concerning learners' behaviors **e.** Cooperates with educational groups in a positive way **f.** Supports and helps his/her environment constantly **g.** Helps educational groups to look at problems and to work on solving them **h.** Sets activities that develop social relations within the school **i.** Involves educational partners in monitoring the needs and difficulties of learners **j.** Provides educational partners with required means to help them meet challenges **k.** Reviews with the educational partners possible solutions to the cases observed **l.** Provides periodic reports to the school administration on the learners' needs and difficulties **m.** Provides the psychosocial supervisor with periodic monthly reports on the observed cases **n.** Participates in periodic coordination meetings between the Pre-service and In-service Training Bureau at CERD and DOPS in the General Directorate, in order to unify the vision and strategy of work among the trainers and psychosocial counselors in terms of teacher performance development

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	PSSC.PR.COOPERATE. COMMUNITY 3 Interacts with parents in a professional manner	**PSSC.PR.COOPERATE. COMMUNITY 3** **a.** Communicates with parents when needed **b.** Provides guidance to parents about the needs and difficulties of learners **c.** Supports the relation between parents and school **d.** Encourages parents to participate in school activities and events **e.** Represents a link between the parents and the school
PSSC. PR.COOPERATE. GOV Cooperates with governmental institutions and civil society institutions (specific to the PSSC supervisor/ coordinator)	**PSSC.PR.COOPERATE. GOV 1** Coordinates with the institutions concerned to follow up the cases that need a specialist	**PSSC.PR.COOPERATE.GOV 1** **a.** Submits reports and special case files[10] that require treatment to the General Directorate of Education - the Pedagogical and Academic Guidance Department **b.** Communicates with concerned institutions **c.** Represents a connection between the institutions concerned and the school
	PSSC.PR.COOPERATE. GOV 2 Interacts with governmental institutions and civil society institutions to serve the psychosocial counselling process in the recommendation of the Pedagogical and Academic Guidance[11] Department at the General Directorate of Education / Ministry of Education and Higher Education	**PSSC.PR.COOPERATE.GOV 2** **a.** Exchanges experiences with psychosocial counselors in concerned institutions **b.** Involves the concerned institutions in psychosocial activities (lectures, awareness sessions, etc.) **c.** Communicates with social institutions and charity associations to help learners according to their needs

10. If it is in the public sector.
11. If it is in the public sector.

Continuous Professional Development

Continuous professional development aims at updating knowledge, skills and abilities; leading developing the professional practices of psychosocial counselors and the performance of educational groups.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC.CPD.PPD Develops his/her professional performance	**PSSC.CPD.PPD 1** Assesses his/her professional performance	**PSSC.CPD.PPD 1** **a.** Practices self-criticism by identifying his/her own strengths and weaknesses **b.** Uses feedback from educational staff (teacher's assessment, administration's assessment, etc.) **c.** Reviews areas that need improvement **d.** Participates in evaluation sessions for his/her performance **e.** Uses feedback and remarks from officials and colleagues to develop his/her performance
	PSSC.CPD.PPD 2 Develops his/her own abilities	**PSSC.CPD.PPD 2** **a.** Keeps up-to-date with scientific developments in his/her profession **b.** Participates in conferences, scientific seminars and workshops that help his/her profession **c.** Participates in scientific conferences dealing with psychosocial counselling **d.** Participates in programs and training courses to develop his/her performance and knowledge **e.** Participates in professional practice analysis groups
	PSSC.CPD.PPD 3 Sets an operational plan to develop his/her professional performance	**PSSC.CPD.PPD 3** **a.** Creates a portfolio and continuously develops it **b.** Defines goals and priorities **c.** Develops psychosocial guidance programs and activities according to the needs of learners in coordination with the General Coordinator[12] **d.** Uses a variety of up-to-date methods in monitoring and following up the needs of learners
	PSSC.CPD.PPD 4 Uses various technological means to develop his/her professional knowledge and skills	**PSSC.CPD.PPD 4** **a.** Uses search engines to enrich his/her professional knowledge **b.** Participates in professional online groups to strengthen his/her professional network and to exchange experiences with other psychosocial counselors and experts **c.** Masters the use of computer as well as its software and electronic applications suitable for the content of his/her files, and for the appropriate data banks

12. If it is in the public sector

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC.CPD.PSS. ATTRIB Portrays the attribute of a trained psychosocial counselor	**PSSC.CPD.PSS.ATTRIB 1** Develops his professional identity as a psychosocial counselor	**PSSC.CPD.PSS.ATTRIB 1** **a.** Defines the characteristics of the psychosocial counselor with high professionalism **b.** Identifies his/her strengths as a psychosocial counselor **c.** Identifies areas that need development within his/her identity as a psychosocial counselor **d.** Recognizes the importance of developing his/her profession **e.** Demonstrates motivation and enthusiasm in his/her achievement in the psychosocial counselling process
	PSSC.CPD.PSS.ATTRIB 2 Continues to build his/her project within his/her path as a psychosocial counselor	**PSSC.CPD.PSS.ATTRIB 2** **a.** Plans his/her goals and future career path based on his/her real situation and potential **b.** Builds a network of professional relationships that support him/her in achieving his/her professional project **c.** Creates renewed professional opportunities within the frame of his/her professional project
PSSC.CPD. EDTEAM. PERFORM Develops the performance of educational groups in dealing with the needs and difficulties of learners	**PSSC.CPD.EDTEAM. PERFORM 1** Determines the needs of the educational partners based on the conclusions of evaluation the performance	**PSSC.CPD.EDTEAM.PERFORM 1** **a.** Holds individual and collective meetings with educational partners to monitor the needs **b.** Consults educational partners to evaluate changes in learners' behaviors **c.** Encourages teachers to self-assess their performance
	PSSC.CPD.EDTEAM. PERFORM 2 Develops psychosocial guidance programs according to the needs of the educational partners	**PSSC.CPD.EDTEAM.PERFORM 2** **a.** Evaluates various activities according to needs **b.** Enhances the psychosocial skills of educational partners **c.** Suggests specific topics that contribute to the development of the work of the educational partners
	PSSC.CPD.EDTEAM. PERFORM 3 Employs psychosocial guidance skills with educational partners in an efficient manner	**PSSC.CPD.EDTEAM.PERFORM 3** **a.** Involves educational partners in case-tracking strategies through recommendations and guidance **b.** Diversifies methods and activities for professional development **c.** Encourages educational partners to reflect on their performance

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC.CPD. REFLEXIVE Reflects on the issues of his/her profession	**PSSC.CPD.REFLEXIVE 1** Demonstrates the skills of the psychosocial counselor	**PSSC.CPD.REFLEXIVE 1** **a.** Adopts scientific methods to deal with the problems raised **b.** Thoroughly examines the information available **c.** Participates in action research **d.** Accurately identifies the problems that hinder the work of the psychosocial counselor **e.** Develops a scientific methodology and the procedural steps to research these problems (data collection – data analysis, drawing conclusions and setting recommendations)
	PSSC.CPD.REFLEXIVE 2 Urges educational partners to participate in action research	**PSSC.CPD.REFLEXIVE 2** **a.** Presents the results of relevant action research conducted by others **b.** Helps educational partners to overcome obstacles in their professional practices and performance **c.** Participates with educational partners in developmental scientific research

Professional Ethics

These include commitment to the ethical principles of the profession of psychosocial guidance and respect for the laws issued by the relevant official institutions as well as abiding by the rules of the educational institution in which psychosocial counselors operate.

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
PSSC. PE.PRINCIPLES Commits in his/her performance to the principles and ethics of the profession	**PSSC.PE.PRINCIPLES 1** Maintains professional confidentiality and respects the privacy of others, except for what constitutes a serious threat, whether public or private, according to the Lebanese law	**PSSC.PE.PRINCIPLES 1** a. Keeps personal information confidential b. Uses information within the specific professional frame c. Avoids any personal or external influence in monitoring the required information d. Objectively records the information he/she finds out e. Communicates information to the concerned authorities honestly
	PSSC.PE.PRINCIPLES 2 Embodies in his/her performance the system of ethical values	**PSSC.PE.PRINCIPLES 2** a. Takes care of his/her appearance to represent an inspirational model b. Uses an accurate and decent language c. Listens carefully to the views and beliefs of the learners and of all parties involved d. Respects the rights of all parties e. Respects the dates and deadlines in dealing with learners and with the various parties involved
	PSSC.PE.PRINCIPLES 3 Takes into account the standards of equity and justice in dealing with learners	**PSSC.PE.PRINCIPLES 3** a. Treats learners fairly and equally in all situations b. Applies unified standards in his/her handling of the various matters c. Respects and takes care of individual differences of the learners d. Provides equal access to follow-up e. Seeks to provide equal opportunities for learners f. Refrains from judging others according to his/her own values g. Adopts consistent and fair attitudes that generate trust between him/her and the learners and the concerned parties

Competency	Competency Components	Indicators* *These indicators are given as examples, but the list is not restrictive.
	PSSC.PE.PRINCIPLES 4 Builds his/her attitudes according to the moral, social and cultural values prevailing in the Lebanese society that are consistent with the principles of nonviolent education	**PSSC.PE.PRINCIPLES 4** **a.** Encourages learners to maintain appropriate Lebanese traditions and customs **b.** Invites learners to engage in cultural activities in the local community
PSSC.PE.LAWS Commits to the laws of the institution in which he/she works and of all the institutions he/she deals with	**PSSC.PE.LAWS 1** Adheres to the laws issued by the official authorities concerned with education and social affairs in Lebanon	**PSSC.PE.LAWS 1** **a.** Implements the decisions issued by the official authorities **b.** Carries out his/her responsibilities towards his/her authority (General Directorate of Education – and the Pedagogical and Academic Guidance Department[13]). **c.** Works in accordance with the laws of official institutions that relate to his/her profession
	PSSC.PE.LAWS 2 Adheres to the rules of procedure of the educational institution in which he/she works	**PSSC.PE.LAWS 2** **a.** Adheres to work schedules **b.** Attends the required meetings **c.** Performs the work within the deadlines and dates agreed on
	PSSC.PE.LAWS 3 Spreads the culture of abiding by the law in his/her environment	**PSSC.PE.LAWS 3** **a.** Encourages compliance by the laws **b.** Shows the benefits of abiding by the laws **c.** Deals with educational partners based on the principle of rights and duties
PSSC.PE.PROF. IMAGE Reflects a positive image of the profession	**PSSC.PE.PROF.IMAGE 1** Builds common approaches with teachers on the role of teaching and education in social reform	**PSSC.PE.PROF.IMAGE 1** **a.** Shows enthusiasm in performing his/her work **b.** Reflects in his/her behavior positive convictions about the role of education in changing societies

13. If it is in the public sector

A Guide for Using the Competency Frameworks

Based on the definition of a framework of references that describes the professional specifications of a job, these competency frameworks serve as a practical tool that is used in different aspects. The first is the basic preparation of the profession, the second is the recruitment process, the third is the continuous evaluation for performance and the last is continuous professional development.

First: Preparation

The institutions entrusted with the process of preparing the workers in these professions can adopt these frameworks as a basis for building their educational curricula, in such way that the competencies listed in the competency frameworks are distributed among the different preparatory stages according to their level of difficulty and to the specific domain. The components of each competency also contribute to building expected learning outcomes for each of its programs and curricula. The indicators can be used to clarify the expected gains by the end of each course. Institutions can review their programs in the light of the above.

Second: Employment Mechanism

These frameworks contribute to specifying the recruitment mechanism in terms of defining job descriptions for each profession and job requirements, and building appropriate tools to verify the availability of these requirements. They also contribute to the positioning of the employees and to assessing the level of their performance in order to develop it.

Third: Evaluation

Evaluation is a key factor and a key entry to improve the educational process, and helps stakeholders by gathering information to assess the performance of the four parties and their professional practice. These frameworks can be used to evaluate performance, based on the competency approach, which is based on a precise description of the situations and behaviors that show the competency to be evaluated. Therefore, it is necessary at first to determine the competency and then choose the appropriate situations that allow to measure this competency.

Fourth: Continuous Professional Development

The aim of the competency frameworks does not stop at the limits of the basic preparation, or at determining the level of performance, it goes beyond that to help the professionals to keep up with the challenges of our time and with the rapid technological progress. This competency frameworks is a mobile tool subject to adjustment and development to achieve this path.

Glossary

- The competency frameworks

The competency frameworks is a tool that identifies the competencies needed to carry out a set of tasks required within a particular profession and thus serves as a basis for professionals to measure and assess demonstrated competencies. It is an essential mean of achieving harmony between competency and the demands of the profession.

- Professional competency

The methodology for constructing these competency frameworks is based on a competency approach that emphasizes practice and performance rather than acquired knowledge. The concept of competence is complex in dimensions and meanings, but it can be defined in different ways. This document defines competency as the ability of an individual to exploit an integrated range of knowledge, skills, abilities and situations, and to utilize the resources available in his/her environment to solve a number of problems and perform a given task. This definition highlights the individual's ability to deal with a complex professional situation on the basis of harmonious elements of knowledge, skills and trends.

- Competency components

Competence is embodied in the derivation of its elements and constitutes a set of interdependent professional behaviors.

- Indicators

These are observable procedural professional behaviors, and allow to measure the competency components.

- Professional practices

They refer to a number of practices due to professional experiences that aim at identifying competencies, which professionals should adopt to develop their professional performance.

- Continuous Professional Development

It is a process of engagement within the dynamic modernization, aimed at improving the level of performance of the employees, through developing their competencies and the methods they employ.

- Professional Relationships

Include cooperation and constructive communication with various stakeholders while adhering to professional frameworks.

- Professional Ethics

It is a set of rules, regulations, behaviors, and morals that professionals abide by within their professional practices.

- Psychosocial Counselor

The psycho-social counselor provides a range of services and activities that develop the psychological, social and academic aspects of learners, with the aim of protecting them, helping them understand themselves, overcome difficulties, knowing their abilities and potentials and investing them in achieving their goals.

- Learning Outcomes

They are the final product of the learning process demonstrated by the learners' behaviors.

- **Orientation Program**

The orientation program is defined as a set of structured and interrelated steps aimed at providing individual or group counseling services by psychosocial counselors in collaboration with stakeholders within the school environment to help learners achieve psychological compatibility and mental health, and improving the conditions of the educational teaching process.

- **Teaching-Learning Situation**

It is a context in which the learner interacts with the teacher in order to achieve a specific goal.

- **Evaluation/Assessment**

It is a process that aims at showing the value of what is being evaluated by collecting data about it and examining the degree of alignment between the present situation and the desired situation.

- **Remediation**

It is an organized process which helps overcome difficulties and fill in gaps identified by evaluation.

- **The Psycho-social Supervisor**

He/she works at a specific school where he performs his tasks and is in direct contact with the school administration, and works under the supervision of the psychosocial supervisor.

- **The Psycho-social Supervisor**

He/she works within a specific educational district, supervises the work of the permanent psycho-social counselor and is in direct contact with the Pedagogical and Academic Guidance Department in the Ministry of Education.

- **Psychosocial Counseling Team**

It includes the permanent psychosocial counselor (at school), the psycho-social supervisor, the psycho-social coordinator, the general directorate of education and the Pedagogical and Academic Guidance Department.

- **Continuous In-Service training**

It is defined as a systematic and organized set of programs with different approaches and topics designed to train the members of the teaching body, as well as other personnel in all stages of public education and its branches and fields, with the exception of newcomers in service, and public university faculty members.

(Decree Nº. 3087 dated 11 April 1972)

Continuous In-Service Training aims to:

• meet the educational needs in specific places, times and subjects,

• satisfy the needs related to teachers' situation in a particular educational subject or in a topic intersecting with another subject matter,

• spread a public educational policy,

• prepare for the application of a public educational decision.

It is based on competency frameworks, and on the study of the identification of actual educational needs from multiple sources, with the aim of:

• consolidating the concepts and objectives of the adopted national curriculum,

• expecting / keeping up with every change and renewal in the teaching and learning process,

• enabling trainees to acquire knowledge, skills and attitudes that help improve and develop their skills and abilities and enhance their professional, communicative and technological competencies in order to employ classroom and administrative practices that would benefit

the learner, raise the level of the teaching and learning process and achieve quality in education,

- Assisting trainees in thinking about their practices and building strategies to teach, understand situations and integrate existing resources,

- Motivating, energizing and rehabilitating some trainees to increase their productive capacity,

- Following a common scientific and educational language approved by all educational parties,

- Gaining job satisfaction and self-confidence through self-accomplishment.

- Training can be of multiple types:
  - Attendance, from a distance, or mixed,
  - Optional, oriented (by administration / educational counselor / material coordinator / educational inspector) or mandatory,
  - Can vary according to the services available in the resource centers and training centers of the continuous training projects.

- Educational meetings organized by the Pedagogical and Academic Guidance Department

Educational meetings are defined as:

- Meetings between the educational counselor and the teacher, or with a specific group of teachers in the schools supervised by the educational counselor,

- A professional follow-up on the teachers within the frame of the subject matter taught, often leading to recommendations, follow-up mechanisms and subsequent field visits,

- Orientation meetings based on individual or group interaction with the teacher/s, resulting in situational or emergency needs.

- These meetings aim at:
  - Analyzing the teacher's professional practices in a specific context and providing advice and guidance related to class sessions in order to develop teacher's performance,
  - Correcting some erroneous educational practices as observed during visits,
  - Supporting the teacher in overcoming the problems that he/she faces in the teaching / learning situations in the schools supervised by the counselor in order to give advice and propose solutions,
  - Discussing the tests and assessment tools specific to the subject taught, as well as student results in the schools accompanied by the counselor and proposing solutions,
  - Helping the teachers to reflect on their professional practices,
  - Supervising or evaluating the implementation of a decision or a project of the General Directorate of Education,
  - Supporting a public education policy or a reform implemented in the domain,
  - Monitoring and formalizing the needs then submitting them to the General Directorate of Education.

English	Français	عربي
Competency framework	**Référentiel de compétences**	الإطار المرجعي للكفايات
Professional competency	**Compétence professionnelle**	الكفاية المهنيّة
Competency components	**Composantes de la compétence**	مكوّنات الكفاية
Indicators	**Descripteurs**	المبيّنات
Professional practices	**Pratiques professionnelles**	الممارسات المهنيّة المتخصّصة
Professional relations	**Relations professionnelles**	العلاقات المهنيّة
Continuing education	**Développement professionnel**	التّطوير المهنيّ المستمر
Professional ethics	**Éthique professionnelle**	الأخلاقيّات المهنيّة
Teacher	**Enseignant**	المعلّم
Teacher trainer	**Formateur d'enseignants**	المدرّب
Psychosocial counselor	**Conseiller psychosocial**	الموجّه النّفس–اجتماعي
Educational counselor	**Conseiller pédagogique**	المرشد التّربوي