

Required Qualifications

Role Perception of School Principals	The core role of school principals is to instructionally lead the school in order to improve the education and learning of all students. An instructional leader is one whose main field of activity is to lead processes explicitly related to students' learning
Skills and Abilities	The skills, knowledge and concepts required from aspiring principals at the end of the training are based on the perception of the role of school principals
Learning Perception	There is growing recognition that the development of practical knowledge involves actual implementation of professional activities, while conceptualizing and exercising discretion in their performance. Learning is accompanied and supported by experts, like the school principal and the coach who keep up with learners using reflection and evaluation processes. These professional activities must be held in protected arenas that enable learning within real working contexts.

A The aspiring principal demonstrates abilities of leading learning process in school.

1. Is able to critically examine the practices of staff members, among other things by observing classroom and work teams, providing formative feedback to staff, and offering a variety of alternatives - to improve practice.
2. Can lead a collaborative learning process of staff to improve instructional learning and evaluation practices, based on teachers' needs according to the unique context, using a variety of study methods while using diverse data and evidence (like class observations, student outcomes and other assessment tools).
3. Is able to build regularities and interfaces inside and outside the school that promote a culture supporting organizational learning.

B The aspiring principal demonstrates skills of leading instructional improvement in the school

1. Is able to collect and analyze relevant data of various types to understand a systemic pedagogical phenomenon in the school and its causes.
2. Able to analyze and understand an educational phenomenon, to formulate a desired future with an organizing foundation in accordance with its context, to formulate a working plan for educational improvement, to set appropriate operational goals and wisely choose improvement actions.

3. Able to make intelligent use of a variety of systemic resources (manpower, professional knowledge, time and budget resources) available to the school supporting a work plan while implementing processes and mechanisms required for sustainable processes.
4. Is able to identify difficulties and understand ways of dealing with them.
5. Able to conduct monitoring and evaluation processes on actions carried out and formulate relevant insights for further action.

C The aspiring principal demonstrates interpersonal skills

1. Demonstrate the ability to conduct collaborative activities with staff members and motivate them to act, while dealing with objections and conflicts.
2. Proves the ability to build professional relationships based on trust and mutual respect, while creating cooperation, support mechanisms, and recognizing mistakes as leverage for learning.
3. Demonstrate the ability to lead effective discussions and meetings and maintain effective professional communication orally and in writing with a variety of relevant audiences.

D The aspiring principal demonstrates personal skills

1. Reflect high motivation and a sense of ability to head a school.
2. Demonstrate motivation and capability for continuous learning.
3. Proves an ability to examine his basic assumptions, discuss educational concepts in general and attest to perceptions of school leadership, while formulating his leadership identity.
4. Maintain professional ethics and norms of conduct - integrity, trustworthiness, respect for others and privacy for every person. Acts in compliance with the law and in accordance with relevant procedures.

E The aspiring principal demonstrates perceptions, knowledge and insights education, schooling and instruction

1. Displays a value-based educational approach, including a commitment to provide a differential and optimal solution for each student according to his needs and to promote equal opportunities for all.
2. Demonstrates expertise of pedagogical concepts adapted to the 21st century. Understands the characteristics of effective pedagogic processes in the classroom and is aware of the systemic conditions required to build an environment that supports these processes.
3. Familiar with up-to-date approaches to effective continues professional development of teachers as individuals and as a team, including the building of a professional school learning community. Understand what is needed to support professional development processes and how to make intelligent use of existing frameworks of learning and resources.

4. Fosters teacher leadership, and is aware of the need to build culture, regularities, and mechanisms that support it.
5. Familiar with the theories, concepts and practices of school improvement processes that are focused on teaching, learning and evaluation, while addressing the different needs of students and different contexts of schools.

F The aspiring principal demonstrates abilities of school management

1. Knows the main organizational components of the school: personnel, time allocation, budget, and schedules. Understand the implications of these components for implementing the school's pedagogical goals.
2. Has the ability to view the school as a system in which all its components interact with other, and the school as a whole interacts with various external factors.
3. Knows current effective school leadership.
4. Knows all aspects of the principal role as the person in charge of personnel management at his school.
5. Aware of the importance of participation and involvement of parents and community in school and recognizes the concepts and approaches that promote this partnership. Recognizes the importance of fostering an effective relationship and partnerships with relevant bodies outside school factors such as: Supervisors, city authorities, organizations and institutions in the community.
6. Recognizes current policy documents and administrative tools used by the principal for better management of school, in accordance with the instruction of the MESY (such as Strategic Plan, a budget-linked program for self-managed schools, using data and tools for evaluation of teachers and others).