Erasmus+

TEACHING COMPETENCES

Competence description 8: Continuing personal and professional development					
		Sub-competences			
Sub-competence level	**Category**	**Reflection/self-evaluation** - engage in reflective practice to develop and advance career-long professional learning and expertise - reflect on and have a critical approach to professional practice and development - engage in systematic professional dialogue	**Evidences**	**Lifelong learning** understand the need for continuous learning, updating subject knowledge and awareness of different methodologies and approaches	**Evidences**	**Open to change... and innovative practice... COMMON FRAMEWORK** - research and... knowledge and new methodologies that can be applied to teaching practice - promote innovation and improvement through the practical application of new ideas, proposals and educational practices	**Evidences**
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Beginning	Skills	Do I ensure that improvement for the learner is central to all self-evaluation activity?		Do I participate in training and do I seek to update knowledge of my subject(s), of different methodologies and of different educational approaches?		Do I use the practical application of new ideas, proposals and educational practices in order to improve my learners' skills and knowledge?	
Beginning	Skills	How reliable is my evidence of impact on pupil learning?		How effectively do I build on my individual skills and talents to lead improvements?		How effectively do I use ICT to support my personal and professional development?	
Beginning	Knowledge and understanding	Do I engage in reflective practice to develop and advance professional learning and expertise?		Do I engage in reflective practice to develop professional learning and expertise?		Do I research subject knowledge and new methodologies that can be applied to my teaching practice?	
Beginning	Knowledge and understanding	Do I know and understand the key tools to be used in self-evaluation activities?		Is my knowledge of the local community up to date and do I understand the circumstances that affect learners' lives and learning?			
Beginning	Attitudes	Do I engage in systematic professional dialogue?		Am I aware of my own responsibility for improvement through self-evaluation?		Do I engage with research, policy sources and developments in teaching and learning?	
Beginning	Attitudes	How do I know that my professional learning is improving outcomes for learners?		Do I ensure a continued focus on improving outcomes for learners?		Do I have sufficiently high aspirations and expectations for all learners?	
Competent	Skills	Do my evaluation and improvement activities have an inward, outward and forward focus?		What strategies do I employ to translate my establishment's vision, aims and values into daily practice within my class and the establishment?		Do the processes I adopt lead to improvements in teaching and learning for myself and others?	
Competent	Skills	Is evidence from my self-evaluation being used to drive forward change for myself and others?		To what extent do I use my establishment's vision, aims and values when making decisions about future improvement priorities?		How do I know that the changes I have implemented as a result of self-evaluation have improved outcomes for learners?	
Competent	Knowledge and understanding	Do I take into account feedback from others as part of the self-evaluation process, in order to enhance teaching and learning?		What range of data and information do I utilise to understand the social, economic and cultural contexts of our local community?		How effectively do I share individual and collective learning across the establishment?	
Competent	Knowledge and understanding	To what extent do I involve all stakeholders (learners, staff, parents and carers) in my self-evaluation and planning for improvement?		How effectively do I work with other stakeholders to identify individual, departmental and establishment strengths and areas for improvement?		Do I promote innovation and improvement through the practical application of research, new ideas and educational practices?	
Competent	Attitudes	How effective are my approaches to evaluating the impact of my professional development?		How open am I to change?		Am I responsive and adaptable to changes in the environment, adjusting to innovations and perceiving them as opportunities for self-improvement?	
Competent	Attitudes	How effective are my approaches to planning for continuous personal and professional development?		Do I value the opportunity to be trained and to participate in teacher training activities to improve my practice?			
Advanced	Skills	Do I lead, on occasion, and help others to be involved in aspects of improvement within our establishment?		Do I use a range of approaches to facilitate collegiate learning?		Do I make use of and promote opportunities to support peer and collaborative learning?	
Advanced	Skills	Do I work collaboratively to contribute to the professional learning and development of colleagues, including student teachers, by offering support and constructive advice?		How effectively do I involve others in the establishment in the on-going review of our vision, aims and values?		To what extent do my strategies for change have a positive impact on myself and others and improve outcomes for all learners?	
Advanced	Knowledge and understanding	Do I have the knowledge required to engage with others in curriculum development, improvement planning and professional review and development?		Do I participate in and, at times, lead teacher training activities and create materials which make use of new methodologies and technologies?		Am I aware of new methodologies and do I share their impact with colleagues?	
Advanced	Knowledge and understanding					Do I have the necessary knowledge to foster curricular changes that raise standards and have a positive impact on myself and others?	
Advanced	Attitudes	Do I encourage and support others to reflect on and share their own practice?		Do I promote reflection on the direction and pace of change within my department and beyond?		Do I help to create conditions for staff to learn collaboratively?	
Advanced	Attitudes			Do I ensure sufficient time is available to embed improvements?		Am I willing to work with colleagues to reflect on the collective strengths and areas for development in the establishment, using a wide range of data and evidence?	