Erasmus+

TEACHING COMPETENCES
COMMON FRAMEWORK

		Competence description 2: Collaborative					
		Sub-competences					
Sub-competence level	Category	**Working with colleagues**	Evidences	**Working with learners**	Evidences	**Working with the learning community**	Evidences
		engage with all aspects of professional practice, working collectively with peers engage in continuous professional development, in collaboration with peers, to build shared professional identities		engage in collegiate collaboration to support learners, build trust, and create and sustain a learning community in the classroom and wider educational community		engage with all aspects of professional practice, working collectively with other members of the educational community show an understanding of the roles of partners in the learning community	
Beginning	Skills	Do I work collaboratively with my colleagues, sharing professional learning in order to improve our performance?		Do I interact with learners effectively, using their input to identify where I might improve my teaching?		Do I work with those who are not my direct colleagues to promote the education and wellbeing of my learners?	
		Do I seek support from colleagues to develop my professional skills?		Do I work with colleagues to identify learners' needs?		Have I established positive relationships with my learners' parents and carers?	
	Knowledge and understanding	Do I know where to seek support and advice to help solve problems and meet my developmental needs?		Do I understand the value of learners' views and contributions to improve my teaching practice?		Do I understand all of the structures and organisations which support my work and that of others in the establishment?	
		Do I understand how development activities within my department(s) and establishment(s) are structured?		Am I aware of structures within my establishment which help to identify and support learners' needs?		Am I aware of the support available in the wider educational community to help me with my development as a teacher?	
	Attitudes	Am I open to sharing my concerns about my professional practice with colleagues?		Am I willing to be an active and interested listener for my learners?		Am I willing to seek out and work with others beyond my classroom or department to develop myself and improve outcomes for my learners?	
		Am I willing to work with others to solve problems and develop improved educational outcomes?		Am I willing to be a voice for my learners?			
Competent	Skills	Am I able to acknowledge capabilities and limitations (both individually and collectively) in order to be clear about what is achievable when setting shared goals and plans of action?		Do I help learners with diverse needs and backgrounds to become aware of their strengths and weaknesses and help them to progress as team members?		Am I able to take the lead, where appropriate, when working with other members of the learning community?	
		Do I introduce and participate in informed discussions about educational issues, supporting colleagues by offering advice and insight into my own experiences?		Do I model positive attitudes, values and behaviour and am I able to establish a safe and stimulating environment for learners to voice their views and contributions, one which is rooted in mutual respect?		Do I use my knowledge of the wider educational community to progress the work of myself and my colleagues?	
	Knowledge and understanding	Do I know how to work constructively with others and am I able to give and receive advice?		Am I aware of different types of tasks and activities to allow learners to work collaboratively as part of the learning process?		Do I have a sound understanding of all aspects of the wider educational community, including available resources and potential partners and agencies?	
		Can I seek out evidence, draw conclusions and take decisions, using sources such as learning outcomes, external assessment or the evaluations and opinions of colleagues?		Am I aware of techniques to create a safe and stimulating environment for pupils to voice their views and contributions, one which is rooted in mutual respect?		Do I know how to establish positive relationships with a wide range of different partners?	
	Attitudes	Do I accept the importance of working collaboratively in developing my own professional pathway?		Am I willing to transfer to my learners the responsibility for their own learning?		Am I willing to engage with people from a diverse set of backgrounds to advance the work of the learning community?	
				Am I prepared to support all learners, including those with diverse needs?			
Advanced	Skills	Do I take responsibility for improving my teaching through appropriate ongoing professional development activities, responding to advice and feedback from colleagues, and seeking expert advice when appropriate?		Do I create and sustain a learning community in my classroom where the learning potential of each learner is addressed?		Do I model interpersonal relationships rooted in the principles of democracy and participation within the learning community, and by doing so foster a positive climate?	
		Can I support other colleagues to engage in the same processes, through my own model and by using mentoring approaches as appropriate?		Do I make clear to my learners the importance of lifelong learning and model this myself?		Do I take the lead, when appropriate, when working collaboratively to further the goals of our learning community?	
	Knowledge and understanding	Am I aware of systems which enable me to mentor others effectively?		Do I understand the importance of lifelong learning for those I work with, whether learners or colleagues?		Do I know how to engage a wide range of people in order to create a learning community?	
		Am I knowledgeable about a wide variety of ways of working collaboratively?		Do I know how to help build a sustainable learning community in my classroom and establishment?		Do I know how to foster a culture of trust and respect within the wider community for the work we do?	
	Attitudes	Am I happy for my own practice to be used as an example for others to consider when thinking about their own development?		Do I accept the importance of engaging with learners to help them to develop attitudes, knowledge and skills for lifelong learning?		Am I willing to put myself at the service of the educational community with enthusiasm and an attitude of constructive criticism?	
		Am I willing to collaborate with peers to help our existing professional culture grow in response to new challenges?					