Erasmus+

TEACHING COMPETENCES

Competence description 3: Communicative					
			Sub-competences		COMMON FRAMEWORK
Sub-competence level	Category	**Communicating with learners**		**Communicating with colleagues**		**Communicating with educational establishments and the wider community**	
		communicate effectively with learners	Evidences	communicate effectively and sensitively with managers, colleagues and learners' parents and carers	Evidences	communicate effectively and sensitively with individuals and groups from the wider educational community and beyond	Evidences
Beginning	Skills	Am I able to communicate effectively through a good command of written and spoken language?		Do I communicate effectively with other adults I deal with professionally?		Do I communicate effectively with other adults I deal with professionally?	
		How effective am I at encouraging my learners to communicate their thoughts and emotions?		Do I adjust my language to suit the circumstances and abilities of the people I am dealing with?		Do I adjust my language to suit the circumstances and abilities of the people I am dealing with?	
	Knowledge and understanding	Do I know how to adjust my language to suit particular circumstances?		Do I know the appropriate language to use with different interlocutors?		Do I know how to address an audience beyond my classroom and close colleagues?	
		Do I know how to help my learners communicate more effectively?		Am I aware of the need for sensitivity in the language I choose to use?			
	Attitudes	Do I value the importance of effective communication with learners?		Do I understand the importance of showing respect and goodwill to others in my establishment and its close community?		Do I have a positive attitude to all members of my learning community?	
		Am I willing to communicate with my learners regardless of their social and cultural background?					
Competent	Skills	Do I adapt my methods of communication to address the diverse needs of learners?		Do I use language appropriately when collaborating with colleagues and parents or carers from a wide variety of backgrounds?		Do I work well with others from a wide variety of backgrounds to establish common purposes and goals?	
		Do I facilitate the participation and integration of all students, whatever their linguistic or cultural backgrounds?		Do I seek feedback on the effectiveness of my communication?		Are my oral and written communications clear to all of my professional contacts?	
	Knowledge and understanding	Do I know enough about learning styles to allow me to adapt my teaching to meet the needs of different kinds of learners?		Do I know enough about the variety of cultural and linguistic backgrounds in my community to allow me to communicate effectively with all those I encounter?		Do I know how to work with people whose understanding and approach are different to my own?	
		Do I know how to adjust my teaching style to meet the needs of learners who may have a different mother tongue or cultural background?				Do I know how effective I am at communicating with all individuals in my establishment and the wider educational community?	
	Attitudes	Do I accept diversity as a resource which can improve communication in my classroom?		Do I understand the need to show respect to those whose social, cultural and educational backgrounds are very different to my own?		Do I accept the need to work constructively with people whose ideas and viewpoints might be very different to my own?	
		Do I understand the need to adapt my methods of communication to address the diverse needs of learners?		Do I understand the need to seek feedback on the effectiveness of my communication skills?			
Advanced	Skills	Do I work constructively to support learners from a wide variety of backgrounds to learn independently and collegiately?		Do I provide support to colleagues to help them deal with communication issues?		Do I participate in, and at times lead, activities and projects which further educational and social interests relevant to my establishment and the wider educational community?	
		Do I share with colleagues, parents and carers positive approaches to supporting learning?		Do I encourage, and at times lead, positive approaches to communication between?		Do I take steps to address weak communication between other participants in the life and work of our educational community?	
	Knowledge and understanding	Am I aware of positive approaches which might help myself and others deal with issues where communication might be impeded?		Am I aware of potential barriers to communication which exist within my establishment?		Do I understand the potential barriers to communication which may arise when people from different linguistic and cultural backgrounds are attempting to work together?	
		Am I aware of a variety of approaches to improve communication between teachers and learners?		Do I know of strategies which might help my establishment overcome these barriers to communication?		Do I know how to help others overcome weak communication skills and participate effectively in collaborative work to further the interests of our establishment and the wider educational community?	
	Attitudes	Do I accept that it is important to help learners understand that a diverse set of social and cultural backgrounds can be positive for their own development?		Am I willing to take part in collaborative work with my colleagues and close members of the community and to support others to take an effective part in our joint working?		Am I willing to participate in, and possibly lead, activities which will involve partners from a wide range of social, cultural and educational backgrounds?	
						Am I willing to identify suitable ways of supporting potentially disadvantaged partners who might otherwise struggle to participate effectively in our joint work?	