



Competence description 6: Promoting social justice, diversity and global citizenship



Sub-competence level	Category	Sub-competences			
		Learning for a better future	Promoting the rights of learners	Learning for global citizenship	
		be committed to engaging learners in real world issues to enhance learning experiences and outcomes, and to promote learning as a way to a better future	<p><b>Evidences</b></p> <ul style="list-style-type: none"> <li>- respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be involved in decisions regarding their learning experiences</li> <li>- support and develop all aspects of learners' wellbeing</li> </ul>	<p><b>Evidences</b></p> <ul style="list-style-type: none"> <li>value and respect social, cultural and ecological diversity and promote the principles and practices of local and global citizenship for all learners</li> </ul>	<p><b>Evidences</b></p>
Beginning	Skills	Do I use diversity to my advantage when planning whole-class lessons and group and individual work?	Do I help learners to develop critical and creative thinking?	Do my lessons reflect the complexity of global issues and link them to everyday local life?	
		Do I support learners to reflect on their resources and make use of these resources?	Do I promote the exchange of interests, ideas and the perspectives of all learners?	Do I demonstrate a commitment to social justice and equity?	
	Knowledge and understanding	Am I aware of the diverse resources that learners bring with them?	Do I ensure that my lessons are designed to develop and promote equality and diversity, and eliminate discrimination?	Do I have sufficient knowledge of the relevance of globalisation and interdependence?	
		Am I aware of the importance of respect for people and the wider environment?	Do I encourage the participation of learners when evaluating a lesson?	Am I familiar with the social and cultural background of my learners?	
	Attitudes	Do I embrace diversity as a resource?	Do I understand the importance of policies and practices in relation to: <ul style="list-style-type: none"> <li>- age</li> <li>- disability</li> <li>- gender and gender identity</li> <li>- race</li> <li>- ethnicity</li> <li>- religion and belief</li> <li>- sexual orientation?</li> </ul>	Am I concerned about the environment?	
		Do I accept the importance of learners' identity and self-esteem?	Am I committed to the principles of democracy and social justice?	Am I committed to sustainable development?	
Competent	Skills	Do I promote empathy, self-awareness and reflection amongst my learners?	Do I promote processes and methods which encourage learner participation in the management of the classroom?	Do I promote a critical approach to history and politics?	
		Do I encourage learners to consider the impact of multilingualism, cross-cultural issues and the existence of stereotypes in their attitudes?	Do I actively encourage the use of creative and critical thinking amongst learners?	Do I promote an understanding of global citizenship?	
	Knowledge and understanding	Do I have a firm understanding of human diversity and cross-cultural issues?	Do I know how to encourage the evaluation and assessment of learning results by learners?	Am I sufficiently informed about the impact of local and global history and politics on my learners?	
		Do I understand how learners might build their identity in a plural society?	Do I know how to access effective levels of support and training to build my capacity to engage with the needs of diverse learners?	Do I know of methods and materials to help learners reflect on these issues?	
	Attitudes	Do I react appropriately to stereotypes which may have a negative effect on learners and learning?	Do I help to ensure an ethos and culture of inclusion, participation and positive relationships across the whole learning community?	Do I demonstrate a commitment to social justice and equity, a concern for the environment and a commitment to sustainable development?	
		Do I promote empathetic responses to the diverse backgrounds and identities of all of my learners?		Do I recognise the rights and responsibilities of future, as well as current, generations?	
Advanced	Skills	To what extent does my teaching promote equity, raise attainment for all learners, and improve the impact on diverse learners?	Do I promote appropriate approaches to handling conflict situations with learners and colleagues?	Do I analyse global issues and their potential solutions when planning my teaching?	
		Do I make use of my own experiences of inclusion and exclusion when helping colleagues to develop their skills?		Do I promote strategic competences to approaching the local and global challenges of our society, within my own class and beyond?	
	Knowledge and understanding	Am I aware of the diverse background and life experiences of the learners in my establishment?	Am I familiar with the key documents which guarantee the rights of learners, including the Universal Declaration of Human Rights (UDHR) and the European Convention on Human Rights (ECHR)?	Do I know how to promote reflection on processes of social inclusion and participative development, within my establishment and the wider community?	
		Am I aware of a range of approaches, including differentiation, that meet the needs of all learners, whatever their social or racial origin?	Am I familiar with key local and national documents which refer to the rights of learners?		
	Attitudes	Do I encourage others to make use of and celebrate diversity?	Do I help to ensure an ethos and culture of inclusion, participation and positive relationships across the whole learning community?	Do I encourage learners and colleagues to play an active role as a global citizen?	
		Do I feel my own responsibility as a member of a global society?	Do I defend the rights of learners when these are challenged?	Do I support the development of strategies to approach local and global problems?	