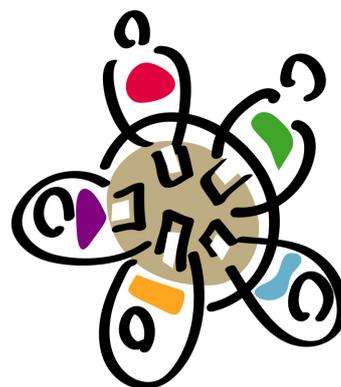


**S**tandards of **P**rofessional **C**ompetencies  
Required of **T**eachers

**Developed by:** Collaborative Working Group of Teacher Training Network of Castile and Leon: CFIE<sup>1</sup> de Ávila, CFIE de Benavente, CFIE de Burgos, CFIE de Ciudad Rodrigo, CFIE de León, CFIE de Miranda de Ebro, CFIE de Palencia, CFIE de Ponferrada, CFIE de Salamanca, CFIE de Segovia, CFIE de Soria, CFIE de Valladolid, CFIE de Zamora, Centre for Teacher Training in Languages<sup>2</sup>, Centre for Centre for Teacher Training and Resources in ICT<sup>3</sup>.

**Coordinated by:** Teacher Training Advanced Centre<sup>4</sup>.

**Directed by:** General Directorate of Education, Vocational Training and Learning Innovation<sup>5</sup>.



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<sup>1</sup> CFIE (Spanish acronym for Centre for Teacher Training and Educational Innovation)

<sup>2</sup> Centro de Formación del Profesorado en Idiomas

<sup>3</sup> Centro de Recursos y Formación del Profesorado en TIC

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# I. INTRODUCTION AND THEORETICAL FOUNDATION

The crucial factor driving and justifying the recent series of reforms in teacher education that have taken place in every country in Europe, is the desire to respond to the changes that the school environment has undergone in the course of rapid social change.

Since 2000 several studies and reports have been published on the teaching profession in Europe. In 2000 the International Labour Office and UNESCO formed a joint committee that subsequently issued a report on the condition of teachers. Thereafter further studies and reports have appeared, notably those of Eurydice on the state of the teaching profession in Europe: "The Teaching Profession in Europe: Professional Standards, Trends and Concerns", and of the OECD: "Teachers Matter: Attracting, Developing and Retaining Effective Teachers", as well as "Teaching and Learning International Survey" (TALIS).

As the OECD's report "Teachers Matter: Attracting, Developing and Retaining Effective Teachers" states, new demands have been incorporated into the professional standards required of teachers, to wit a certain command of modern languages, an ability to handle intercultural contrasts, gender and tolerance issues, diversity among students, new technologies and more.

The TALIS study, for its part, provides an analysis of teacher education methods. From it we learn, among other things, that in the last 18 months every single Spanish teacher has undergone teacher training of some sort.

All these reports agree on one point: namely that teachers are not the sole source of quality in education. On the contrary, they all stress the importance of teachers' work environment. This point is worth emphasising, since over the last few years, the outcome of both practical experience and academic research has led many experts to appreciate not only the need for improving teachers' performance (e.g. through more training, which is the means most commonly used for this purpose), but likewise that of modifying the teaching environment by improving schools, amending the laws, recruiting support from the community, refining the decision-making process, fostering the flow of information and so forth) in order to generate conditions likely to propitiate a qualitative leap in the ongoing process of educational change.

A review of the steps taken in various European countries to improve teachers' professional competency reveals a shared concern for making the educational standard required of aspiring teachers both more comprehensive and more rigorous. The common goal of educational reforms all over Europe has been to improve conventional education for prospective teachers, in order to endow them with the novel skills newly demanded by societies experiencing substantial transformation. Improved conventional education for prospective teachers, however, furnishes no guarantee that, once they begin to ply their

trade, working teachers will succeed in mastering the challenges posed by incessant social change. Accordingly continuing education of working teachers is required in addition. Furthermore, efforts to coordinate these two types of training and render them mutually complementary are likewise needed.

**T**he structural changes implemented in conventional education for prospective teachers comply with the guidelines prevailing in the European Higher Field of Education (EHEA), which encompasses all EU member states. Staking out this new domain "is seen as the ideal opportunity to propel reforms. These, however, should not limit themselves to merely adjusting higher education's structure and content, but must instead transform the very nature of university-level endeavours, by affecting teacher-student interaction in order to generate learning experiences". (Executive Summary, Proposal for Reforming Educational Methodologies at Universities. Spanish Ministry of Education and Science 2006<sup>6</sup>).

*A transition from teaching-centered to learning-centered education." Both legislation, the guidelines that set the tone for the successive reforms and pedagogical literature have incessantly stressed in recent years that the goal of teaching is learning.*

**R**oyal Decree 1393/2007 of 29 October officially sets forth the content of university curricula and states verbatim that "Curricula that lead to academic degrees must accordingly strive to accomplish the core objective of imparting skills to students by going beyond the conventional approach focused on academic subjects and lectures, without, however, neglecting the latter."

**T**he Decree introduces a new concept of academic credit, tending to prepare future teachers both for independent work and teamwork. These are among the basic skills contained in the compulsory education curriculum (i.e. elementary education and [the mandatory segment of] middle school).

**F**or professionals to practice their profession properly, their education must have prepared them for conducting practical endeavours that rest on a theoretical foundation. More specifically, education is linked to occupational practice and consists in providing professionals with tools suited to resolving issues likely to arise in the course of practicing their respective occupations. Teaching, like any other profession, relies on the notion of "lifelong learning", which implies the categorical imperative of keeping abreast of the current state of knowledge, thus being enabled to furnish the suitable response to each demand encountered in one's professional practice. This has driven the transition from teaching-centred education to learner-centred teaching, from isolated teachers working alone in their classrooms and within the confines of their respective subjects to teachers working together as a team on a project that they all share.

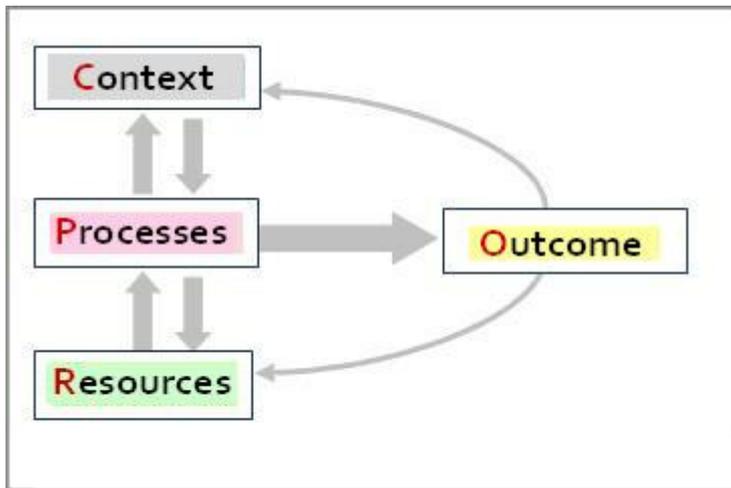
<sup>6</sup> Resumen ejecutivo de propuesta para la renovación de las Metodologías Educativas en la Universidad. MEC 2006

In education (as in any learning process) “assimilation” events must inexorably be followed by “accommodation” events, defined as episodes of “guided practice”. The policies guiding the continuing education of working teachers and the practices that characterise it have always been a cornerstone of the profession, since they deeply affect teachers and hence also the **quality of the educational endeavours** that they devote to their students.



At this point the notion of competencies made its appearance and has since then dominated policy, imposing its hegemony by becoming the main structural principle in education. The government of Castile and Leon is currently instituting a model of continuing education for teachers designed to effect improvements. It constitutes a considerable innovation and embodies the great endeavours of past years. It is merely a part of the steady series of reforms instituted to improve education in Castile and Leon. The continuing education model is designed to anticipate constant change and respond to new requirements that the educational system faces and that accordingly affect all professionals working in education. It constitutes a vigorous and flexible response that grants a special role to schools, which it considers the core setting for training teachers and for developing a structured support system.

A school, as the locus of teacher training, can be plotted onto four parameters, to wit the Context in which it is embedded, the Resources it has at its disposal, the Processes conducted within it and the Outcomes it achieves. These parameters are reciprocally interdependent. Specifically, training teachers elicits improvements in the school’s principal Resources, thus affecting the Processes that yield Outcomes. Moreover, training assists in mastering new challenges and supports teachers. In addition it is available to everyone and is assessed in order to assure its steady improvement.



*Figure 1. Model of a school including measurements.*

In view of the foregoing, and of the crucial role that the teaching profession plays, the Department of Education of Castile and Leon drew up a list of the 10 competencies that should guide the continuing education of working teachers.

## II. COMPETENCIES AND ASPECTS OF COMPETENCY

The Standards of Occupational Competency Required of Teachers have been defined taking into account:

- The tasks assigned to teachers under current law.
- European trends regarding the training of teachers by competencies.
- Proposals submitted by universities concerning the competencies that future teachers should possess.
- The research conducted by certain regional governments of Spain, such as that of Castile and Leon, on continuing education of working teachers by professional competencies.

These standards will not only be the benchmark for needs assessment and planning, but also for design of education and of the support and advice to be provided. They will enable monitoring of compliance with demands, requirements and expectations, as well as assessing and improving new projects.

Before we determine the professional skills expected of teachers, we must define the term “competent teacher”. Thus, in particular, competent teachers are teachers who deploy their knowledge, abilities, skills, talents, values, attitudes and behaviour patterns to meet the challenge of educating their students. They possess the professional skills needed and adequate to perform their assigned duties and attain the educational goals that the law requires.

*Competency is the conscious use of one's own knowledge, abilities, skills, talents, values, attitudes and behaviour patterns, in order to resolve issues and problems, overcome challenges, fulfilling one's duties and achieving the aims proposed.*

Teachers must educate students by enabling them to develop the basic skills they need to design a life project of their own, endowed with intrinsic value, and become capable of fulfilling it without irksome constraints within their living environment.

The basic skills approach, conceived as the guiding line for the student's personal development, obviously and directly redefines the teacher's role and compels teachers to reassess their duties. Abstracting from subjects and fields of knowledge, educational success is contingent upon developing attitudinal, meta-cognitive and relational factors and a cross-sectional approach to knowledge. Accordingly it is imperative to reform conventional education for prospective teachers, teacher recruitment and continuing education of working teachers, bearing in mind that the concept of professional competency comprises the basic competencies of knowledge, skills, attitudes, values and emotions that are creatively elicited, incessantly and in every teaching-learning situation.

The European standards<sup>7</sup> group the ten teachers' competencies into five domains: knowledge, knowing who to be, knowing what to do, knowing how to do it and knowing how to be.

Knowledge:

**A. Competency in science.** – This relates to knowledge and its management, both in the field of education and in the various fields, subjects and topics of the syllabus.

Knowing who to be:

**B. Intra- and interpersonal competency.** - This means one's way of being and the right way to treat others, through personal skills, tutoring-mentoring, guidance and the management and fostering of values.

Knowing what to do:

**C. Teaching competency.** - Teaching competency focuses on teaching while bearing in mind the teaching-learning process and its management. This competency is reflected in the schedules, specific teaching methods for various fields, subjects and topics, diversity awareness, classroom management, teaching materials and resources and students' marks.

**D. Competency to organise and manage a school .** - This has to do with how work is organised. It is related to law, to planning, to coordination and to quality management at the school.

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<sup>7</sup> Since 2000 various studies and reports have been published on the teaching profession in Europe by different institutions (i.e. the joint ILO / UNESCO committee, Eurydice, the OECD and the EC Commission). These publications all share an approach according to which competencies comprise different sorts of knowledge (i.e. knowledge), skills, expertise and applied talents (i.e. knowing what to do and how to do it), values, attitudes and personal commitments (namely knowing who and how to be ) and their integrated functional application to various matters in order to master challenges encountered in the course of practicing one's occupation.

**E. Competency in handling group dynamics.** – One’s own assertiveness, interaction with others and assuring group harmony by encouraging it, mediating its inherent conflicts and controlling it, are some of its crucial aspects.

Knowing how to do it:

**F. Competency in teamwork.** – This is related to collective endeavours directed toward a common goal.

**G. Competency in innovation and improvement.** – This relates to coping with change, with research into coping skills and conducting experiments on coping, as well as diagnosing and assessing proposals for innovative improvement.

**H. Linguistic and communication competency.** - This deals with the exchange of knowledge, ideas, thoughts, emotions and feelings.

**T**his comprises information management and transparency, as well as expressing and conveying ideas, both in one's own and in foreign languages.

**I. Digital competency (ICT).** - This refers to the digital universe and to information and communication technologies. Its scope encompasses knowledge of current technologies, their use in education and managing hardware and networks in order to propel development of occupational skills, among other things.

Knowing how to be:

**J. Social and relational competency.** - Focusing on the social relationships among people and participation in community life, by virtue of suitable management.

**T**he role of teachers, their professional skills, the fields to which each belongs and the various **aspects** of competency are shown in Table I.

Table I. Teacher s' Professional Duties and Competencies.

Teachers' duties (law currently in force)	European Standards	Department of Education of Castile and Leon	
<p><b>1.</b></p> <p>a) Curriculum design and teaching the content of the fields, subjects and topics assigned.</p> <p>b) Assessing students' learning processes and assessing teaching quality.</p> <p>c) Mentoring students, managing and directing their learning and supporting their educational process, in partnership with their respective families.</p> <p>d) Educational, academic and professional counselling of students, in cooperation, if applicable, with specialized departments.</p> <p>e) Attending to students' intellectual, emotional, psychomotor, social and moral development.</p> <p>f) Stimulating, organizing and participating in on- or off-campus school activities.</p> <p>g) Ensuring that school activities are conducted in an atmosphere of mutual respect, tolerance, participation and freedom, while fostering values of democratic citizenship in students.</p> <p>h) Regular reporting to families on their children's learning progress, as well as guiding them to ensure their cooperation.</p> <p>i) Coordinating teaching, management and decision-making endeavours assigned to them.</p> <p>j) Participating in general school activities. .</p> <p>k) Participating in assessment plans prescribed by the educational authorities and by schools themselves.</p> <p>l) Research, experimentation and steady improvement of relevant teaching endeavours.</p> <p><b>2.</b></p> <p>Teachers shall perform the duties listed in the previous section in accordance with the principle of cooperation and teamwork.</p>	Knowledge	A. Cognitive competency in science (knowledge and its management)	<ol style="list-style-type: none"> <li>1. Knowledge of the field of education.</li> <li>2. Knowledge of the fields, subjects and topics contained in the syllabus.</li> <li>3. Knowledge management.</li> </ol>
	Knowing who to be	B. Intra- and interpersonal competency (personality and treating others with consideration)	<ol style="list-style-type: none"> <li>4. Personal skills.</li> <li>5. Tutoring.</li> <li>6. Guidance.</li> <li>7. Managing and fostering values.</li> </ol>
	Knowing what to do	C. Teaching competency (The teaching-learning process and its management)	<ol style="list-style-type: none"> <li>8. Curriculum design.</li> <li>9. Specific teaching methods for various fields, subjects and topics.</li> <li>10. Methodology and activities.</li> <li>11. Diversity awareness.</li> <li>12. Classroom management (learning spaces).</li> <li>13. Resources and materials.</li> <li>14. Assessment.</li> </ol>
		D. Competency to organize and manage a school	<ol style="list-style-type: none"> <li>15. The law.</li> <li>16. Organizing, planning and coordinating (Performance in specific jobs).</li> <li>17. Quality management.</li> </ol>
		E. Competency in handling group dynamics	<ol style="list-style-type: none"> <li>18. Fostering group harmony.</li> <li>19. Mediation and conflict resolution.</li> <li>20. Control of group harmony.</li> </ol>
		F. Teamwork competency	<ol style="list-style-type: none"> <li>21. Cooperative attitude.</li> <li>22. Participation and involvement in common projects.</li> <li>23. Techniques of working in groups.</li> <li>24. Decision-making. Accountability.</li> </ol>
	Knowing how to do it	G. Competency in innovation and improvement	<ol style="list-style-type: none"> <li>25. Coping with change.</li> <li>26. Research.</li> <li>27. Diagnosis and assessment.</li> <li>28. Making and implementing proposals.</li> </ol>
		H. Communication and language competency	<ol style="list-style-type: none"> <li>29. Information management and transparency.</li> <li>30. Expressing and conveying ideas.</li> <li>31. Communication skills in one's own language.</li> <li>32. Linguistic and communication skills in foreign languages.</li> </ol>
		I. Digital Competency (ICT)	<ol style="list-style-type: none"> <li>33. Knowledge of technologies.</li> <li>34. Educational use of technologies.</li> <li>35. Professional development and management.</li> <li>36. Attitudinal and ethical aspects.</li> </ol>
	Knowing how to be	J. Social and relational competency	<ol style="list-style-type: none"> <li>37. Fairness.</li> <li>38. Social skills.</li> <li>39. Relational skills.</li> <li>40. Managing participation.</li> </ol>

### III. DEFINITION, ASPECTS AND COMPONENTS OF EACH COMPETENCY

In this section each of the ten domains of teacher competency is defined, as are the **aspects** and **components** of each.

#### A. COMPETENCY IN SCIENCE

**T**eachers' competency in science means the teachers' conscious use of their cognitive abilities in order to acquire, deploy and manage the knowledge specific to the field, subject or topic in which they specialize and to their knowledge of teaching.

It involves skill at searching, processing, evaluating, assimilating, integration and use of information and knowing as well as reflection, research and knowledge creation.

It requires welcoming and well-disposed attitudes toward accumulated knowledge and toward recent developments in the information society, by means of active and involved behaviour.

**T**he profound and constant changes of the environment require that conventional education of prospective teachers provide the skills needed to meet the demands of the profession, but even more urgently calls for training in order to address this changing situation. Consequently, rather than accumulate knowledge what is needed is to manage learning tools that enable learning how to learn, i.e. that confer the skill of acquiring and assimilating new knowledge and skills, as well as a knack for innovation.

In this case, the **aspects** of competency match the three fields of knowledge with which it is associated:

- Field of education.
- The pertinent fields, subjects or topics set forth in the curriculum.
- Knowledge Management.

**R**egarding these three aspects, the **components** of competency in science match:

**Knowledge** about:

- The field, subject and/or topic of the speciality.
- Theory, philosophy and history of education.
- Students' physical, psychological and social traits.
- Scientific method, knowledge management and research procedures and methods.
- Conceptual terms, procedures and conditions for learning and further or constant education of working teachers.

**The ability** to:

- Think, analyse, summarise and remember.
- Searching, processing, evaluating, assimilating, integrating and applying information and knowledge.
- Reflection, research and knowledge creation.
- Concentration and attention.
- Assessing one's own knowledge.

**Skill** at:

- Search, processing, analysing, assimilation, integration and use of information and knowledge.
- Reflection, research and knowledge creation.
- Concentration and attention.
- Assessing one's own knowledge.

**Attitudes:**

- Welcoming and well-disposed toward the knowledge that has accumulated over the centuries, as well as toward new developments.
- Willing to acknowledge flaws and difficulties.
- Willing to face whatever unavoidable hazards scientific progress and satisfying one's own curiosity may entail.

**Behaviour patterns:**

- Often read, listen and watch theoretical and science-related news bulletins, research and reports dealing with the relevant field, subject or topic.
- Observe, learn and participate in experiences of reflection, research and knowledge creation within the field of education.



## B. INTRA- AND INTERPERSONAL COMPETENCY

**I**ntra- and interpersonal competency means the application of each teacher's personality to treat others with consideration when performing their duties.

It encompasses the sum total of one's character traits and attitudes towards oneself, towards others and towards one's profession.

It requires the belief in scrutinized ethical values and principles and their propagation.

**T**his competency can be broken down into the following four **aspects**:

- Social skills.
- Tutoring-Mentoring
- Guidance.
- Managing and fostering values.

**A**fter formulating its four aspects, we list the **components** of intra- and interpersonal competency.

**Knowledge** about:

- Techniques and methods for effective presentation and transmission of knowledge and information.
- One's own abilities and limitations.
- The law of the land.
- The tutor's tasks.
- Students' different learning styles.
- Methods of mediating in the conflicts of others.
- Techniques, procedures, materials and resources that guide the student to appropriate rights endowed with universal value.

**Abilities:**

- Communicating.
- Listening.
- Self-criticism.
- Empathy.
- Teamwork.
- Networking and inspiring trust and sincerity.
- Self-discipline and commitment.

**Skill at:**

- Using various codes and means of communicating.
- Developing and teaching social skills.
- Effective public speaking.
- Inspiring respect and trust.
- Tutoring and guiding other members of the education community.
- Motivating others.
- Mediating in the conflicts of others.

**Attitudes:**

- Adapting to change and innovation.
- Listening actively to others and cultivating an optimistic attitude.
- Being close to students and their environment.
- Being open and receptive to whatever demands one may face.
- Being capable of integrating students' social and cultural differences into a harmonious whole.

**Behaviour patterns:**

- Encourage inclusion of students' parents into school life.
- Be aware of students' feelings and sensibilities.
- Tutoring, guiding and mentoring individually.
- To refer students for institutional and educational counselling.
- Encourage participatory attitudes conducive to learning



## C. TEACHING COMPETENCY

**T**he teaching competency of teachers focuses on their conscious use of their knowledge, abilities, skills and talents to induce students to learn.

This competency enables teachers, while making due allowance for the conditions in which the teaching-learning process is conducted, to identify and transform reference knowledge, content and information, into knowledge their students learn and which enables them to continue learning.

**T**eaching competency means knowing how to combine goals, contents, activities, methodology, materials, resources and assessment in order to ensure that one's students acquire the prescribed basic sets of skills.

**S**even **aspects** of teaching competency can be distinguished. They are outlined below.

- Designing curricula.
- Applying teaching methods specific to certain fields, subjects and topics.
- Methodology and activities.
- Diversity awareness.
- Classroom management (learning space).
- Curriculum resources and materials.
- Assessment.



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**R**egarding the seven aspects, the **components** of teaching competency are defined as follows:

**Knowledge** about:

- Design of proposals for teaching topics adapted for school purposes.
- Teaching methods specific to the field, subject and / or topic.
- Spatial and chronological organisation of contexts.
- Classroom management models.

**Abilities:**

- Designing curricula.
- Experimenting.
- To encourage and motivate students to learn.
- Relate and select.
- Innovate.
- Assess.

**Skill** at:

- Facilitating active learning by the student both individually and in groups.
- Efficiently combining resources, materials, relationships and contacts.
- Effectively motivating classes to cooperate with any proposal.
- Successfully design and resolve teaching issues.

**Attitudes:**

- Help students to construct their own schemata of knowledge.
- Listening to each student and granting the time each one needs.
- Helping students begin to think critically.
- Enthusiasm and pedagogical optimism.
- Desire to be part of the educational vanguard and to innovate.

**Behaviour patterns:**

- Plan teaching-learning processes by competency.
- Design curricula for the field, subject and/or topic.
- Perform adapted to the student group.
- Respond to diversity.
- Use innovative, functional and appropriate methodologies to achieve the goals set.
- Diversify approaches, methods and learning materials.
- Raise awareness of the importance of systematic information management.
- Manage learning progress.
- Assess the components of the educational process and of learning.



## D. ORGANISATIONAL AND SCHOOL MANAGEMENT COMPETENCY

**T**his competency consists in proper fulfilment of organizational and school management duties, using one's own knowledge, skills, abilities and talents.

It requires grasping the context of the task to be performed and fulfilling plans and schedules that are end products of different processes and of combining resources.

**S**chool management tasks are completely different from teaching. Although it is necessary to master the skills involved in managing, they do not suffice for resolving them successfully.

**W**e have identified three **aspects** of school organising and managing competency. They are:

- The law.
- Organisation, planning and coordination (specific job performance).
- Quality management.

**F**or these three aspects, the **components** of competency in science match those set forth below.

**Knowledge** about:

- Human resources management.
- Business management.
- Law.

**Abilities:**

- Permanent recycling and updating of social issues and claims.
- Professionals working together.

**Skill at:**

- Making decisions.
- Reacting swiftly and effectively to unexpected events.

**Attitudes:**

- Inference of the educational needs of students.
- Planning and guidance of the school's educational practice to achieve social and educational goals.
- Efficiently organising and managing educational goals.
- Managing the school in accordance with quality standards based on the needs and interests of the target groups.

**Behaviour patterns:**

- Identify job-related training needs.
- Design a research project on the school's social, labour, economic and educational environment.
- Draw up a broad outline of a long-term plan (the school's educational programme).
- Plan methods and their scheduling (curriculum project).
- Determine the organisational and functional structure of the school most likely to fulfil institutional goals.
- Design the personnel management structure and model.
- Generate shared elements of common organisational culture and values.

## E. COMPETENCY IN GROUP HARMONY MANAGEMENT

**T**eachers' competency in managing group dynamics means their conscious use of their abilities, knowledge, values, attitudes and behaviour patterns to encourage an enabling educational environment within the school, fostering an appropriate relationship in order to attain the educational goals the school has set.

This implies that teachers must be capable of resolving issues and problems arising from community life, and that may ensue from personal relationships among members of the educational community.

**G**roup harmony management competency can be broken down into three specific **aspects** of competency, to wit:

- Encourage group harmony.
- Mediation and conflict resolution.
- Control of group harmony.

**T**hese three **aspects** of competency comprise the following components.

**Knowledge** about:

- Fostering group harmony.
- Conflict management and monitoring constructive community life.
- Students' rights and responsibilities.
- Mediation.

**Abilities:**

- Empathy.
- Listening.
- Fairness.
- Tolerance.
- Assertiveness.
- Affectivity for resolving problems.

**Skill at:**

- Maintaining leadership by encouraging enthusiasm, interest and effort.
- Plan, manage and resolve conflicts or issues.
- Create a suitable emotional atmosphere.
- Drive group efforts and create environments characterised by mutual trust and respect.
- Early detection of problems.
- Appropriate response.

**Attitudes** such as:

- Abating and belittling problems.
- Tolerance and respect for people's feelings.
- Fostering a cooperative atmosphere.
- rapid response to a problematic situation.
- Integration and non-discrimination.

**Behaviour patterns:**

- Make decisions without displaying hesitation.
- Be attentive to any changes in group dynamics that may occur.
- Establish rule by consensus.
- Enforce compliance with existing rules.
- Reach agreements on re-education.



## F. COMPETENCY IN TEAMWORK

**T**eamwork competency involves active cooperation and integration in striving for goals shared with other people, other departments and other organizations.

This competency involves attitudes of cooperation and collaboration among members of the educational community. The new structures of schools require more intense interaction among people, which can only be achieved by means of such cooperative and non-egoistic attitudes. It requires sharing the work with one's teammates belonging to the school organization, in order to attain the proposed objectives with efficacy.

**T**eachers' cooperation and teamwork are considered factors that facilitate school operation and improve the quality of teaching. Current laws governing education encourage teachers to work in teams and provide mechanisms to achieve this goal (teams in charge of levels, cycles and stages, educational coordinating committee, faculty meetings, teaching departments, etc.). More specifically, the teacher is the generator of educational initiatives that are conducted daily in the classroom. For these initiatives to be undertaken, teachers must share and exchange their experiences and ideas.

**T**he **aspects** that make up this competency are:

- Cooperation.
- Participation and involvement in common projects.
- Development of teamwork techniques.
- Decision-making and accountability.

**R**egarding these four aspects, the **components** of competency in teamwork are set forth beneath.

**Knowledge about:**

- Ways and methods of working in groups.
- Techniques of teamwork and project development.
- Effective organisational dynamics.

**Abilities:**

- To cooperate and participate.
- Involvement and commitment.
- Propose and formulate.
- Assume and accept.
- Propel and lead.
- Listen.
- Negotiate.

**Skills at:**

- Assigning roles and responsibilities.
- Communication and interpersonal development.
- Troubleshooting and resolving conflicts.
- Reflection and continuous improvement.

**Attitudes to:**

- Defeat egoistic cultural attitudes.
- Accept other people's opinions and know how to state one's viewpoint constructively.
- Rely on work performed by others.
- Interact respectfully with other group members.
- Involve group members in common activities.
- Support and defend the usefulness and value of the team's task.
- Form teams to encourage improvement and innovation in teaching.

**Behaviour patterns:**

- Being fair to oneself and others.
- Displaying readiness to accept criticism and to criticise others constructively.

- Acting independently, with optimism, initiative, persistence and desire for self-improvement.
- Learning from one's own mistakes and listening readily to one's peers.
- Creating an environment that encourages students to work in teams.
- Establishing successful relationships with team members.



## G. COMPETENCY IN INNOVATION AND IMPROVEMENT

**C**ompetency in innovation and improvement is the practical application of new ideas, proposals and educational practices in order specifically to improve, the development of students' skills and the educational system in general.

Every innovation implies changes and induces a quest for betterment. We should combine effectiveness, efficiency and authenticity for innovations to succeed.

**F**or a teacher, this competency involves being responsive and adaptable to changes in the environment, adjusting to novelties and perceiving them as opportunities to improve oneself.

**C**ompetency in innovation and improvement can be broken down into four different **aspects**:

- Coping with change.
- Research.
- Diagnosis and assessment.
- Making and implementing proposals.

**T**he five major **components** of this competency, to wit knowledge, abilities, skills and talents, attitudes and behaviour patterns, are explained in greater detail beneath.

**Knowledge** about:

- Curricula that address the main priorities of the Department of Education.
- Curriculum updates .
- New teaching and learning processes and educational trends.

**Abilities to:**

- Plan, design and contextualise education research.
- Apply educational research to the classroom.
- Assess.
- Incorporate changes that contribute to educational progress.
- Teamwork.

**Skills at:**

- Creativity.
- Commitment.
- Continuous and organised self-learning.

**Attitudes:**

- Flexibility and creativity, anticipating changes.
- Responsibility and commitment to education.
- Receptiveness and critique toward innovation and adaptation to change.
- Participation, mutual respect and appreciation for others' contributions.
- Improving one's own professional competency.
- Intuition for developing projects in teaching activities.

**Behaviour patterns:**

- Adapt to changes.
- Develop projects that contribute to creative and imaginative solutions.

## H. LINGUISTIC AND COMMUNICATIVE COMPETENCY

**L**inguistic and communication competency involves use of language as a medium for spoken and written communication, portrayal, interpretation and comprehension of the world, and likewise for exchange of knowledge, ideas, thoughts and emotions.

It involves skill and talent for establishing effective and efficient educational dialogue with students.

**T**his competency comprises everything related to linguistic communication by teachers in foreign languages, and managing information and transparency, factors crucial to all communication relationships. Therefore, the four **aspects** of this competency are the following:

- Information management and transparency.
- Expressing and conveying ideas.
- Communication skills in their own language.
- Linguistic and communicative skills in foreign languages.

**T**he **components** of linguistic and communicative competency are specified below.

**Knowledge** about:

- The workings of language and the rules governing its use.
- Reflection on language and its application to discussions.
- Concepts and principles concerning levels of the language system.
- Operating rules of the language system.
- Methods of linguistic interaction.
- Basic requirements for becoming an effective communicator.

**Abilities to:**

- Employ the appropriate language code.
- Make suitable use of non-linguistic signals.
- Conveying information by means of body language.
- Treat interpersonal space and distances as aspects of communication.
- Learn to associate every message with the contexts to which it is suited.

**Skills at:**

- Understand messages whether they be oral or written, verbal or nonverbal.
- Seek, gather and process information.
- Handle information and transform it into self-learning, knowledge in action and the uttering of knowledge.
- Construe the facts and understand them.
- Make oneself understood in one's own language and/or in foreign ones.
- Convey in one's native language and / or in a foreign one statements about society and culture.
- Interact in different communicative situations.
- Understand, formulate and manifest various types of verbal and nonverbal messages intended for disclosure.

**Attitudes:**

- Self-esteem.
- Self-confidence.
- Empathy.
- Listening, stating and discussing.
- Persuade others of the merits of a group project you believe in.

**Behaviour patterns:**

- Write whatever fits the prevailing situation and context.
- Set forth your own ideas, thoughts, views and so forth. Set them forth without restraint and in a manner suited to the respective content and form of each
- Distinguish among various levels of discourse in the classroom, and beware of neglecting their significance.
- Be aware of the manner in which each teacher's additional skills are linked to each other.



## I. DIGITAL COMPETENCY (ICT)

**D**igital competency is defined by the European Parliament as "the confident and critical use of the technologies of the information society (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet."

Data processing and digital competency require an independent, effective responsible, critical and reflective individual to select, process and make use of information and its sources, as well as sundry technological tools. It likewise requires a critical attitude when assessing the available information, verifying it whenever needed, and compliance with rules of conduct.

**I**nformation and communication technologies (ICT) require teachers to perform new duties. They demand new teaching methods and new approaches to teacher education. Ensuring the integration of ICT in the classroom depends on teachers' ability to structure the learning environment in a non-traditional manner, to merge ICT with new teaching methods and encourage socially dynamic lessons, encouraging cooperative interaction, cooperative learning and group efforts.

**I**n accordance with the European standards, this competency has been itemised into four aspects, namely:

- Knowledge of technologies.
- Didactic use thereof.
- Professional management and development.
- Attitudinal and socio-cultural aspects.

**B**eneath we describe the various **components** of digital competency, which are the knowledge, abilities, skills, talents, attitudes and behaviour patterns that the teacher must possess and apply in the course of competently practicing their profession.

**Knowledge about:**

- Technology.
- Teaching methods in virtual learning environments.
- Being creative by means of digital technology.
- Managing equipment and networks.
- Professional development and management by using digital technology.
- Basic rules for using hardware and surfing the Web.

**Abilities to:**

- Find, assess, integrate and apply.
- Research, organise and manage.
- Create and propose.
- Analyse and manage.
- Develop, design and install.
- Communicate.

**Skills at:**

- Analyse, search and process information.
- Use technology resources.
- Adapt spaces and materials to new needs.
- Using ICT for management and teaching-learning process.
- Solve problems and make decisions.
- Use the features of the ICT in the classroom.
- Select multimedia educational materials.

**Attitudes:**

- Constant updating of knowledge and skills.
- Assessment of the use of ICT as a tool to promote individualised and personalised learning.
- Respect other users by obeying the rules.
- Participate actively in forums, virtual classrooms and cooperative platforms.
- Assessment of ICT as a teaching resource for improvement.
- Knowledge of the risks in using ICT and acting responsibly and criticism.

**Behaviour patterns:**

- Find, analyse, assess and employ different activities and software for integration into the teaching-learning process.
- Integrate technology in teaching and learning sessions.
- Create materials and knowledge in different languages and media.
- Manage the use of the network, hardware and virtual work environments.
- Assess the various technological resources and integrated digital activities in the classroom.



## J. SOCIAL-RELATIONAL COMPETENCY

**S**ocial and relational competency is the use of that knowledge and those skills related to ease at establishing social bonds with other members of the educational community.

It implies the teacher's ability to relate and interact well with parents, students and colleagues, as well as the ability to manage their participation, cooperation and involvement.

**I**n a society characterised by constant change, by new technologies and the dominance of information, teachers face a challenge that, paradoxically, has always been present in the history of education. This challenge ensues from viewing teaching and learning as acts that only make sense in the context of human relations. This has to do mainly with how the relationship is structured in the classroom.

**T**his competency is built on the subject's cognitive-emotional and relational ability, which explains its relevance to diverse environments.

**S**ocial-relational professional competency can be recognised in the following four **aspects** of competency:

- Fairness.
- Social skills.
- Relational Skills.
- Managing participation.

**S**ome **components** of social-relational competency are set forth below.

**Knowledge about:**

- Command of spoken language.
- Active listening.
- Empathetic listening.
- Using body language when communicating.
- Control of anxiety.
- Methods of organising and managing education that enable effective interaction.

**Abilities:**

- To observe and analyse.
- To tune in.
- To relate to others.
- To contextualise and prioritise.
- To interpret, motivate and involve.

**Skills at:**

- Adequately managing relationships.
- Being emotionally intelligent.

**Attitudes:**

- Empathy.
- Assertiveness.
- Communicativeness.
- Introspection and acknowledging one's strengths and weaknesses.
- Equanimity and impartiality.

**Behaviour patterns:**

- Treat all members fairly.
- Share, reach agreements, offer help, give and receive advice.
- Show fairness, impartiality and objectivity in dealing with students.
- Encourage and coordinate the participation of mothers, parents and students in school life.
- Participate, support and generate enthusiasm, enabling a participatory mood and active learning.



## IV. SUMMARY TABLES OF THE PROFESSIONAL COMPETENCIES EXPECTED OF TEACHERS

	<b>A. Competency in Science</b>
<b>Definition</b>	Teachers' conscious use of their cognitive abilities in order to acquire, deploy and manage the knowledge specific to the field, subject or topic in which they specialize and to their knowledge of teaching.
<b>Knowledge</b>	The field, subject and/or topic of the speciality. Theory, philosophy and history of education. Students' physical, psychological and social traits. Scientific method, knowledge management and research procedures and methods. Conceptual terms, procedures and conditions for learning and further or constant education of working teachers.
<b>Abilities</b>	Think, analyse, summarise and remember. Searching, processing, evaluating, assimilating, integrating and applying information and knowledge. Reflection, research and knowledge creation. Concentration and attention. Assessing one's own knowledge.
<b>Skills</b>	Search, processing, analysing, assimilation, integration and use of information and knowledge. Reflection, research and knowledge creation. Concentration and attention. Assessing one's own knowledge.
<b>Attitudes</b>	Welcoming and well-disposed toward the knowledge that has accumulated over the centuries, as well as toward new developments. Willing to acknowledge flaws and difficulties. Willing to face whatever unavoidable hazards scientific progress and satisfying one's own curiosity may entail.
<b>Behaviour patterns</b>	Often read, listen and watch theoretical and science-related news bulletins, research and reports dealing with the relevant field, subject or topic. Observe, learn and participate in experiences of reflection, research and knowledge creation within the field of education.

	<b>B. Intra- and interpersonal competency</b>
<b>Definition</b>	Application of each teacher's personality to treat others with consideration when performing their duties.
<b>Knowledge</b>	<p>Techniques and methods for effective presentation and transmission of knowledge and information.</p> <p>One's own abilities and limitations.</p> <p>The law of the land.</p> <p>The tutor's tasks.</p> <p>Students' different learning styles.</p> <p>Methods of mediating in the conflicts of others.</p> <p>Techniques, procedures, materials and resources that guide the student to appropriate rights endowed with universal value.</p>
<b>Abilities</b>	<p>Communicating.</p> <p>Listening.</p> <p>Self-criticism.</p> <p>Empathy.</p> <p>Teamwork.</p> <p>Networking and inspiring trust and sincerity.</p> <p>Self-discipline and commitment.</p>
<b>Skills</b>	<p>Using various codes and means of communicating.</p> <p>Developing and teaching social skills.</p> <p>Effective public speaking.</p> <p>Inspiring respect and trust.</p> <p>Tutoring and guiding other members of the education community.</p> <p>Motivating others.</p> <p>Mediating in the conflicts of others.</p>
<b>Attitudes</b>	<p>Adapting to change and innovation.</p> <p>Listening actively to others and cultivating an optimistic attitude.</p> <p>Being close to students and their environment.</p> <p>Being open and receptive to whatever demands one may face.</p> <p>Being capable of integrating students' social and cultural differences into a harmonious whole.</p>
<b>Behaviour patterns</b>	<p>Encourage inclusion of students' parents into school life.</p> <p>Be aware of students' feelings and sensibilities.</p> <p>Tutoring, guiding and mentoring individually.</p> <p>To refer students for institutional and educational counselling.</p> <p>Encourage participatory attitudes conducive to learning</p>

	<b>C. Teaching competency</b>
<b>Definition</b>	Conscious use of their knowledge, abilities, skills and talents to induce students to learn.
<b>Knowledge</b>	Design of proposals for teaching topics adapted for school purposes. Teaching methods specific to the field, subject and / or topic. Spatial and chronological organisation of contexts. Classroom management models.
<b>Abilities</b>	Designing curricula. Experimenting. Encourage and motivate students to learn. Relate and select. Innovate. Assess.
<b>Skills</b>	Facilitating active learning by the student both individually and in groups. Efficiently combining resources, materials, relationships and contacts. Effectively motivating classes to cooperate with any proposal. Successfully design and resolve teaching issues.
<b>Attitudes</b>	Help students to construct their own schemata of knowledge. Listening to each student and granting the time each one needs. Helping students begin to think critically. Enthusiasm and pedagogical optimism. Desire to be part of the educational vanguard and to innovate.
<b>Behaviour patterns</b>	Plan teaching-learning processes by competency. Design curricula for the field, subject and/or topic. Perform adapted to the student group. Respond to diversity. Use innovative methodologies. Diversify approaches, methods and learning materials. Raise awareness of the importance of systematic information management. Manage learning progress. Assess the components of the educational process and of learning.

	<b>D. Organisational and school management competency</b>
<b>Definition</b>	It consists in proper fulfilment of organizational and school management duties, using one's own knowledge, skills, abilities and talents.
<b>Knowledge</b>	Human resources management. Business management. Law.
<b>Abilities</b>	Permanent recycling and updating of social issues and claims. Professionals working together.
<b>Skills</b>	Making decisions. Reacting swiftly and effectively to unexpected events.
<b>Attitudes</b>	Inference of the educational needs of students. Planning and guidance of the school's educational practice to achieve social and educational goals. Efficiently organising and managing educational goals. Managing the school in accordance with quality standards based on the needs and interests of the target groups.
<b>Behaviour patterns</b>	Identify job-related training needs. Design a research project on the school's social, labour, economic and educational environment. Draw up a broad outline of a long-term plan (the school's educational programme). Plan methods and their scheduling (curriculum project). Determine the organisational and functional structure of the school most likely to fulfil institutional goals. Design the personnel management structure and model. Generate shared elements of common organisational culture and values.

	<b>E. Competency in group harmony management</b>
<b>Definition</b>	It means teachers' conscious use of their abilities, knowledge, values, attitudes and behaviour patterns to encourage an enabling educational environment within the school, fostering an appropriate relationship in order to attain the educational goals the school has set.
<b>Knowledge</b>	Fostering group harmony. Conflict management and monitoring community life. Students' rights and responsibilities. Mediation.
<b>Abilities</b>	Empathy. Listening. Fairness. Tolerance. Assertiveness. Affectivity for resolving problems.
<b>Skills</b>	Maintaining leadership by encouraging enthusiasm, interest and effort. Plan, manage and resolve conflicts or issues. Create a suitable emotional atmosphere. Drive group efforts and create environments characterised by mutual trust and respect. Early detection of problems. Appropriate response.
<b>Attitudes</b>	Abating and belittling problems. Tolerance and respect for people's feelings. Fostering a cooperative atmosphere. Rapid response to a problematic situation. Integration and non-discrimination.
<b>Behaviour patterns</b>	Make decisions without displaying hesitation. Be attentive to any changes in group dynamics that may occur. Establish rule by consensus. Enforce compliance with existing rules. Reach agreements on re-education.

	<b>F. Competency in teamwork</b>
<b>Definition</b>	It involves active cooperation and integration in striving for goals shared with other people, other departments and other organizations.
<b>Knowledge</b>	Ways and methods of working in groups. Techniques of teamwork and project development. Effective organisational dynamics.
<b>Abilities</b>	Cooperate and participate. Involvement and commitment. Propose and formulate. Assume and accept. Propel and lead. Listen. Negotiate.
<b>Skills</b>	Assigning roles and responsibilities. Communication and interpersonal development. Troubleshooting and resolving conflicts. Reflection and continuous improvement.
<b>Attitudes</b>	Defeat egoistic cultural attitudes. Accept other people's opinions and know how to state one's viewpoint constructively. Rely on work performed by others. Interact respectfully with other group members. Involve group members in common activities. Support and defend the usefulness and value of the team's task. Form teams to encourage improvement and innovation in teaching.
<b>Behaviour patterns</b>	Being fair to oneself and others. Displaying readiness to accept criticism and to criticise others constructively. Acting independently, with optimism, initiative, persistence and desire for self-improvement. Learning from one's own mistakes and listening readily to one's peers. Creating an environment that encourages students to work in teams. Establishing successful relationships with team members.

	<b>G. Competency in innovation and improvement</b>
<b>Definition</b>	It is the practical application of new ideas, proposals and educational practices in order specifically to improve, the development of students' skills and the educational system in general.
<b>Knowledge</b>	Curricula that address the main priorities of the Department of Education. Curriculum updates. New teaching and learning processes and educational trends.
<b>Abilities</b>	Plan, design and contextualise education research. Apply educational research to the classroom. Assess. Incorporate changes that contribute to educational progress. Teamwork.
<b>Skills</b>	Creativity. Commitment. Continuous and organised self-learning.
<b>Attitudes</b>	Flexibility and creativity, anticipating changes. Responsibility and commitment to education. Receptiveness and critique toward innovation and adaptation to change. Participation, mutual respect and appreciation for others' contributions. Improving one's own professional competency. Intuition for developing projects in teaching activities.
<b>Behaviour patterns</b>	Adapt to changes. Develop projects that contribute to creative and imaginative solutions.

	<b>H. Linguistic and communicative competency</b>
<b>Definition</b>	It involves use of language as a medium for spoken and written communication, portrayal, interpretation and comprehension of the world, and likewise for exchange of knowledge, ideas, thoughts and emotions.
<b>Knowledge</b>	<p>The workings of language and the rules governing its use.</p> <p>Reflection on language and its application to discussions.</p> <p>Concepts and principles concerning levels of the language system.</p> <p>Operating rules of the language system.</p> <p>Methods of linguistic interaction.</p> <p>Basic requirements for becoming an effective communicator.</p>
<b>Abilities</b>	<p>Employ the appropriate language code.</p> <p>Make suitable use of non-linguistic signals.</p> <p>Conveying information by means of body language.</p> <p>Treat interpersonal space and distances as aspects of communication.</p> <p>Learn to associate every message with the contexts to which it is suited.</p>
<b>Skills</b>	<p>Understand messages whether they be oral or written, verbal or nonverbal.</p> <p>Seek, gather and process information.</p> <p>Handle information and transform it into self-learning, knowledge in action and the uttering of knowledge.</p> <p>Construe the facts and understand them.</p> <p>Make oneself understood in one's own language and/or in foreign ones.</p> <p>Convey in one's native language and / or in a foreign one statements about society and culture.</p> <p>Interact in different communicative situations.</p> <p>Understand, formulate and manifest various types of verbal and nonverbal messages intended for disclosure.</p>
<b>Attitudes</b>	<p>Self-esteem.</p> <p>Self-confidence.</p> <p>Empathy.</p> <p>Listening, stating and discussing.</p> <p>Persuade others of the merits of a group project you believe in.</p>
<b>Behaviour patterns</b>	<p>Write whatever fits the prevailing situation and context.</p> <p>Set forth your own ideas, thoughts, views and so forth. Set them forth without restraint and in a manner suited to the respective content and form of each</p> <p>Distinguish among various levels of discourse in the classroom, and beware of neglecting their significance.</p> <p>Be aware of the manner in which each teacher's additional skills are linked to each other.</p>

	<b>I. Digital competency (ICT)</b>
<b>Definition</b>	It is the confident and critical use of the technologies of the information society (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.
<b>Knowledge</b>	Technology. Teaching methods in virtual learning environments. Being creative by means of digital technology. Managing equipment and networks. Professional development and management by using digital technology. Basic rules for using hardware and surfing the Web.
<b>Abilities</b>	Find, assess, integrate and apply. Research, organise and manage. Create and propose. Analyse and manage. Develop, design and install. Communicate.
<b>Skills</b>	Analyse, search and process information. Use technology resources. Adapt spaces and materials to new needs. Using ICT for management and teaching-learning process. Solve problems and make decisions. Use the features of the ICT in the classroom. Select multimedia educational materials.
<b>Attitudes</b>	Constant updating of knowledge and skills. Assessment of the use of ICT as a tool to promote individualised and personalised learning. Respect other users by obeying the rules. Participate actively in forums, virtual classrooms and cooperative platforms. Assessment of ICT as a teaching resource for improvement. Knowledge of the risks in using ICT and acting responsibly and criticism.
<b>Behaviour patterns</b>	Find, analyse, assess and employ different activities and software for integration into the teaching-learning process. Integrate technology in teaching and learning sessions. Create materials and knowledge in different languages and media. Manage the use of the network, hardware and virtual work environments. Assess the various technological resources and integrated digital activities in the classroom.

	<b>J. Social-relational competency</b>
<b>Definition</b>	It is the use of that knowledge and those skills related to ease at establishing social bonds with other members of the educational community and managing their participation.
<b>Knowledge</b>	Command of spoken language. Active listening. Empathetic listening. Using body language when communicating. Control of anxiety. Methods of organising and managing education that enable effective interaction.
<b>Abilities</b>	To observe and analyse. To tune in. To relate to others. To contextualise and prioritise. To interpret, motivate and involve.
<b>Skills</b>	Adequately managing relationships. Being emotionally intelligent.
<b>Attitudes</b>	Empathy. Assertiveness. Communicativeness. Introspection and acknowledging one's strengths and weaknesses. Equanimity and impartiality.
<b>Behaviour patterns</b>	Treat all members fairly. Share, reach agreements, offer help, give and receive advice. Show fairness, impartiality and objectivity in dealing with students. Encourage and coordinate the participation of mothers, parents and students in school life. Participate, support and generate enthusiasm, enabling a participatory mood and active learning.

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