



COMMON FRAMEWORK

Erasmus+ project

Common European Framework of Reference for Teaching



PARTNERS:



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I. Introduction

This document is the product of a process of reflection by an international group of professionals from the world of education on the need for a Europe wide system of initial and in-service training to foster excellence in teaching. This proposal follows the strategies of Europe 2020, and aims for quality improvement in all educational processes and at all levels, linking key personal and professional competences with teaching competences.

The goal is to improve the training offered to teachers, leading to a European model that will encompass all the training needs of teachers, and respond to the European Union's recommendations for teacher education. (Council of the European Union, 2014. Conclusions on effective teacher education.)

The Council of the Union states that initial training should provide teachers with the key competences that will allow them to excel in their teaching practice, as well as motivate them to reinforce and keep these competences up-to-date throughout their careers.

With this in mind, the Union recommends that the relevant institutions in charge define frameworks of reference with the required knowledge and competences for teachers at every stage of their career, and in a variety of teaching environments.

Frameworks should be flexible, their application to individuals agreed in cooperation with a relevant line manager, and should lead to a strengthening of the concepts of collaboration, peer-tutoring and mentoring of beginning teachers.

We understand that the quality of teaching derives directly from excellence in teaching practice; this should constantly be monitored and developed through continuous and lifelong professional learning, and applied at every level of education.

The Council of Europe highlights the need to create and apply such competence frameworks in "European Commission, Education and Training. July 2013. Supporting teacher competence development for better learning outcomes", and points to the possibility of discussion and debate, assessment and improvement in effectiveness generated by them, as an added value for educational systems.

This project has united establishments from a variety of European contexts to develop a unique, standardised and useful tool, which can then be implemented in different European countries. This tool will encourage self-evaluation, comparative assessment and dialogue, and foster collaborative learning through the observation of

teaching practices in other countries, and permitting comparison with teachers' own systems. It therefore fosters the global analysis of educational systems, as well as the detailed study of the system itself in each member country, including within specific regions in those countries. It offers teachers the opportunity to use this framework independently through self analysis and to create and monitor their individual developmental paths

A common European framework for teaching competences that works as a starting point for initial training, in-service training and teaching and learning processes throughout Europe enhances transfer between countries and helps compensate for the diversity due to the differences in educational, grading and certification systems in different regions and countries, thus assuring equity.

II. Competences

1 (Inter)Personal skills: Management of social relationships in the life of the learning community

The management of social relationships involves the application of a teacher's personality to their role as a teacher. They must treat others with consideration and display positive attitudes towards themselves, others and their profession. They should regularly question their ethical values and principles, and how they share these with others. They should encourage the inclusion of learners, parents and carers in establishment life and be aware of their feelings and sensitivities. Through their work they should encourage participatory attitudes conducive to learning. They should have an interest in and care for their own physical and mental health and wellbeing, and that of colleagues and other partners, as well as a concern for the physical and mental wellbeing of their learners.

1.1 Developing personal skills: openness, honesty, courage and wisdom

Treat others with consideration and have positive personal values which they transmit to their learners and the wider educational community.

1.1.1 Beginning

- treat others with consideration when performing their duties and are receptive to whatever demands they may face
- understand their role as developing professionals

1.1.2 Competent

- examine personal and professional attitudes and beliefs, thereby challenging assumptions and their professional practice
- examine the connections between personal and professional attitudes and beliefs, values and practices, and in doing so bring about transformative change in practice

1.1.3 Advanced

- demonstrate openness, honesty, courage and wisdom in all of their interactions
- foster teamwork and networking and inspire trust and sincerity, encouraging participatory attitudes conducive to learning
- seek regular feedback from learners and colleagues to analyse their own performance

1.2 Developing positive relationships: tutoring and guidance of learners

Develop positive relationships through tutoring and guiding learners, creating an atmosphere of positive behaviour

1.2.1 Beginning

- use techniques, procedures and resources that guide the learner to understand their rights, responsibilities and universal values
- use mediation to resolve conflicts

1.2.2 Competent

- speak effectively in public, inspiring respect and trust
- establish a secure framework of measures and actions to foster a non-violent atmosphere
- build positive relationships with learners
- implement the establishment's positive behaviour policy effectively

1.2.3 Advanced

- motivate, tutor and guide other members of the education community
- mediate in the conflicts of learners, colleagues, parents and carers as appropriate
- recognise social conflicts and are able to analyse them and take the appropriate steps to help resolve them

1.3 Managing and fostering educational values

Promote educational values which help to develop a harmonious and positive atmosphere in the establishment, managing potential conflicts effectively

1.3.1 Beginning

- communicate relevant values through a variety of methods
- develop and teach appropriate social skills

1.3.2 Competent

- integrate learners' social and cultural differences into a community which demonstrates respect for others
- help others to develop an inclusive attitude when dealing with diversity in the learning community

1.3.3 Advanced

- promote teamwork and networking
- develop and teach social skills using a variety of approaches
- work as part of a team to devise approaches to foster educational values

1.4 Developing social relationships and participating in the life of the learning community

Manage social relationships to promote the active participation of all members of the education community

1.4.1 Beginning

- have a good command of spoken and written language
- use active, empathetic listening and use body language appropriately when communicating
- demonstrate strategies which promote constructive and effective relationships

1.4.2 Competent

- observe and analyse how members of the community relate to each other
- prioritise motivating and involving others in the life of the educational community
- manage relationships appropriately
- encourage and co-ordinate the participation of parents, carers and learners in establishment life

1.4.3 Advanced

- treat all members of the education community fairly, reaching agreements and offering help and advice when needed
- demonstrate strategies which allow them to develop a constructive relationship with colleagues, parents, carers and learners in order to build a network that fosters effective pedagogy

1.5 Looking after self and colleagues

Have an interest in their own health and wellbeing, as well as that of colleagues and learners.

1.5.1 Beginning

- take care of their own physical and mental health
- work with and support the development of colleagues and other partners
- have a concern for the physical and mental wellbeing of their learners

1.5.2 Competent

- take care of their own physical and mental health, identifying factors which may affect either of these elements
- work with and support the development of colleagues and other partners, supporting initiatives which help to protect physical and mental health and wellbeing
- have a concern for the physical and mental wellbeing of learners, identify problems and find appropriate ways of supporting those facing difficulties

1.5.3 Advanced

- encourage others to look after their own mental and physical health and wellbeing
- encourage all learners to engage in healthy activities to improve their learning and wellbeing
- participate in support systems which help those at risk of suffering from mental or physical problems
- lead and collaborate with others to plan innovative programmes to promote health and wellbeing amongst learners, colleagues and partners
- lead and work with others to investigate effective practice to support health and wellbeing across the educational establishment and beyond

2 Collaborative

2.1 Working with colleagues

- 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

2.1.1 Beginning

- work collaboratively to identify and share problems and devise appropriate action plans within the classroom, the department and the establishment, and share professional learning and development with colleagues
- participate in establishment-based staff development activities and other professional development activities as appropriate
- seek support and advice to engage in collaborative problem solving and pursue other professional developmental needs

2.1.2 Competent

- recognise the importance of engaging in continuing professional development, in collaboration with peers
- work collaboratively to contribute to the professional learning and development of colleagues, through offering support and constructive advice, disseminating experience and expertise and seeking opportunities to lead learning

2.1.3 Advanced

- demonstrate and model strong ongoing personal and professional growth, exerting a positive influence on peers through exemplary practice
- promote mentoring practices and a culture of collegiality among colleagues
- collaborate to build shared professional identities

2.2 Working with learners

Engage in collegiate collaboration to support learners, build trust, and create and sustain a learning community in the classroom and wider educational community.

2.2.1 Beginning

- work collaboratively with colleagues to identify and support learners' needs
- interact appropriately with learners and show interest in and acknowledge learners' views and contributions

2.2.2 Competent

- engage in a variety of collegiate collaborations to identify and support learners' diverse needs
- make conscientious and consistent efforts to develop mutual trust with learners

2.2.3 Advanced

- exert a positive influence on learners
- help to create and sustain a learning community in the classroom and beyond
- help learners to develop lifelong learning skills through collaborative work

2.3 Working with the learning 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

2.3.1 Beginning

- work co-operatively in the classroom and in the wider learning community with parents, carers and partner agencies to promote learning and wellbeing
- develop an understanding of the sector and establishment(s) in which they are working, including:
 - the role of education authorities
 - the organisation and management of establishments and resources
 - improvement planning and how this connects to teachers' professional practice

2.3.2 Competent

- create and sustain appropriate working relationships with all colleagues, parents, carers and partner agencies to support learning and wellbeing, taking a lead role when appropriate
- have a sound working knowledge and detailed understanding of the wider educational community, including:
 - the role of education authorities
 - the organisation and management of establishments and resources
 - improvement planning and professional review and development and how these connect to teachers' professional practice

2.3.3 Advanced

- act in ways that help to foster a culture of trust and respect within the establishment, and with all those involved in influencing the lives of learners in and beyond the learning community
- engage with all aspects of professional practice and work collectively with all members of the educational community with enthusiasm, adaptability and constructive criticism, supporting others to do the same

3 Communicative

Professional communication involves the ability and skills to establish and nurture relations and relationships within the establishment community and beyond, to interact in mother tongues and other languages as appropriate. It involves the use of language as a medium for spoken, written and non-verbal communication, for portrayal, interpretation and comprehension of the world, and for the exchange of knowledge, ideas, thoughts and emotions. It also includes scientific literacy and literacy in communication technologies.

3.1 Communicating with learners

Communicate effectively with learners.

3.1.1 Beginning

- communicate with learners positively in verbal and non-verbal ways
- ask questions of and listen to learners, giving them opportunities to express their thoughts, and develop respectful and friendly mutual relationships

3.1.2 Competent

- recognise diversity in student development, identifying their individual skills, interests, needs, and learning styles in order to adapt communication in the teaching and learning process
- create and maintain effective interaction with learners
- have strategies to deal with and support learners who come from a variety of language, linguistic and cultural backgrounds

3.1.3 Advanced

- assess and provide recommendations for learners, orally and in writing, promoting their independent and/or collegiate learning
- share with colleagues, parents and carers positive approaches to supporting learning for learners who come from a variety of language, linguistic and cultural backgrounds

3.2 Communicating with colleagues

Communicate effectively and sensitively with managers, colleagues and learners' parents and carers.

3.2.1 Beginning

- interact in written and oral communication, exchanging professional information with colleagues in mother tongues and other languages as appropriate
- communicate with others for personal and professional development

3.2.2 Competent

- maintain respectful relations with colleagues according to their cultural and social background and sensitivities
- make themselves understood in their own and/or other languages
- are aware of the value of good feedback when communicating with others

3.2.3 Advanced

- provide support for colleagues in communication issues and conflict resolution
- encourage the exchange of ideas and good professional practice between colleagues
- act as a leader to create and maintain good relationships between colleagues, learners and others

3.3 Communicating with educational establishments and the wider community

Communicate effectively and sensitively with individuals and groups from the wider educational community and beyond.

3.3.1 Beginning

- co-operate and participate in common activities to achieve establishment goals through communicating with partners and other establishments
- use language appropriate to the context of a situation

3.3.2 Competent

- participate effectively in working groups and co-operate constructively with social partners
- create and maintain a culture of co-operation in their establishment(s)
- are able to set forth clearly, orally and in writing, their own ideas, thoughts, views and knowledge
- establish, as necessary, new external establishment relations, and represent their own establishment(s) effectively, promoting the international approach of their establishment(s)

3.3.3 Advanced

- participate effectively in, initiate and lead working groups and other joint undertakings, motivating members through effective communication
- are able to produce documents for a variety of educational and social purposes, both individually and with others in the establishment(s)/wider community
- distinguish between various levels of discourse in the classroom and beyond, appreciate the significance of the different levels and identify within their establishment(s) suitable ways of supporting disadvantaged learners and partners
- are aware of the possibility of weak communication skills in partners and the wider community and take appropriate steps to deal with these issues

4 Communication Technologies for Learning (CtL)

4.1 Didactic and methodological

Use information and communication technologies to enhance teaching and learning.

4.1.1 Beginning

- analyse, search and process information
- select and use a wide variety of technological resources and teaching approaches, including digital technologies and multimedia educational materials, to enhance teaching and learning

4.1.2 Competent

- deploy a wide variety of innovative resources and teaching approaches, including digital technologies
- adapt spaces and materials to new needs
- create materials and knowledge in a variety of languages and media

4.1.3 Advanced

- participate in and lead, as appropriate, continuing professional development in the use of information technologies, extending their own skills and making changes and methodological adjustments as necessary for constant improvement

4.2 Instrumental

- make use of networks, software, hardware and virtual work environments as appropriate
- have knowledge and understanding of current guidance on the use of digital technologies in establishments

4.2.1 Beginning

- manage the use of the network, hardware and virtual work environments
- have sound knowledge and understanding of current guidance on the use of digital technologies in establishments

4.2.2 Competent

- select and develop strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes, and do so in a consistent manner

4.2.3 Advanced

- select and develop innovative, creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes, and do so in a consistent manner
- update their knowledge and skills on a continual basis

4.3 Organisational

Organise and manage classroom resources and digital technologies to support teaching and learning as well as the needs of the wider establishment.

4.3.1 Beginning

- use digital technologies to support planning and organisation of the teaching and learning process, to keep track of assessment results and to support effective management of the class and the wider educational community

4.3.2 Competent

- enable learners to make full use of well-chosen resources, including digital technologies, to support teaching and learning
- use ICT as a tool to promote individualised and personalised learning, and as a teaching resource to improve teaching and learning

4.3.3 Advanced

- create and share content which they upload as shared resources and manage as necessary
- are actively and positively involved in a collaborative online culture, taking on an effective role in virtual communities
- integrate digital literacy into educational environments through a variety of activities, training and supporting colleagues to develop their ICT competences

4.4 Ethical and critical

Know the risks and opportunities involved in using ICT and act responsibly and critically, taking into account issues related to safety and developing strategies to deal with risks.

4.4.1 Beginning

- recognise the importance of CTfL
- are willing to develop their skills and use of CTfL
- know how to protect data, devices and digital identity

4.4.2 Competent

- evaluate the strengths and weaknesses of CTfL approaches to teaching and learning
- make ethical and critical decisions in their use of ICT
- participate actively in digital spaces with colleagues and others

4.4.3 Advanced

- have a positive, critical and realistic attitude towards CTfL
- know the risks and dangers involved in using ICT and act responsibly and critically to ensure that others are not exposed to them unnecessarily

5 Promoting health and wellbeing

The promotion of health and wellbeing involves providing a healthy environment for

learners, supporting them when they have problems, and identifying areas where they might be at risk. It requires understanding and knowledge of the challenges which face both learners and teachers in a modern society. It includes building learners' confidence and taking steps to develop approaches and materials which support learners, but which also challenge them to move ahead. Teachers need to identify barriers to learning which prevent learners from achieving their full potential and take steps to remove these barriers.

5.1 Promoting a healthy environment

Provide a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.

5.1.1 Beginning

- understand the need for a safe and secure environment for all learners and develop an understanding of wellbeing

5.1.2 Competent

- take steps to ensure they are offering a safe and secure environment for all learners
- help learners to develop their level of care for themselves, for others and for the natural world

5.1.3 Advanced

- encourage others to provide a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing
- help others to understand the importance of wellbeing for learners, and develop approaches which support this
- commit to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to:
 - age
 - disability
 - gender and gender identity
 - race
 - ethnicity
 - religion and belief
 - sexual orientation

5.2 Building confidence

Ensure learning tasks are varied, differentiated, encourage confidence building and promote the progress of learners.

5.2.1 Beginning

- provide learners with effective support and the opportunity to be challenged
- show commitment to raising learners' expectations of themselves and others

5.2.2 Competent

- know how to use, design and adapt materials for teaching and learning which stimulate, support and challenge all learners
- ensure learning tasks are designed to build confidence and promote the progress of all learners, by providing effective support and the opportunity to be challenged

5.2.3 Advanced

- use, design and adapt materials for the use of others in teaching and learning
- devise learning tasks which are varied, differentiated, build confidence and promote the progress of all learners, providing effective support and the opportunity to be challenged
- respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC), including their entitlement to be involved in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported

5.3 Meeting needs

Identify barriers to learning and respond appropriately.

5.3.1 Beginning

- identify possible barriers to learning in their classes
- identify possible solutions to these barriers, seeking advice in relation to learners' needs as required

5.3.2 Competent

- recognise a variety of potential barriers to learning
- develop tasks and set the pace of work to meet the needs of all learners, providing effective support and the opportunity to be challenged

5.3.3 Advanced

- demonstrate a commitment to motivating and inspiring learners, acknowledging their social and economic context, individuality and specific learning needs and taking into consideration barriers to learning
- work with and lead others in devising programmes which meet these needs

6 Promoting social justice, diversity and global citizenship

Promoting social justice, diversity and global citizenship combines teachers' attitudes, skills, abilities and knowledge with the need to promote understanding of and develop

constructive approaches to these aspects of society. It is important to reflect on and plan the transfer of personal, social and system-related skills in order to support learners in their understanding of local and global developments, and to support their development into active and open-minded citizens. Learners should experience participative and democratic processes within the classroom and the establishment community in order to foster critical thinking and promote these roles.

6.1 Learning for a better future

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.

6.1.1 Beginning

- are aware of the resources and diverse perspectives that learners bring with them
- demonstrate respect for people and the wider environment
- support learners to reflect on and utilise their resources
- understand diversity as a resource for the teaching and learning process

6.1.2 Competent

- have a clear understanding of human diversity and cross-cultural issues, multilingualism and the layers and dynamics of identity-building
- are able to deconstruct stereotypes
- promote empathy and a critical attitude to definitions of identity

6.1.3 Advanced

- retain an open mind for events in local society and in the wider world
- help others to develop strategies in order to manage diversity in
 - age
 - disability
 - gender and gender identity
 - language
 - race
 - ethnicity
 - social status
- reflect on their own experiences of inclusion and exclusion as well as their own values, their role in (local and global) society and the framework of opportunities for action within the educational community

6.2 Promoting the rights of learners

- 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
- support and develop all aspects of learners' wellbeing

6.2.1 Beginning

- employ critical thinking and demonstrate and teach the ability to argue effectively, to deploy research skills to ask questions and to develop critical thinking skills
- demonstrate transparency of goals
- commit to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to:
 - age
 - disability
 - gender and gender identity
 - race
 - ethnicity
 - religion and belief
 - sexual orientation

6.2.2 Competent

- are aware of participative processes and methods to improve participation in classroom management
- promote critical and creative thinking, collaboration and co-operation in the classroom
- include learner participation, their interests and their ideas in relevant targets (the planning and evaluation process of a lesson)

6.2.3 Advanced

- promote reflection on the processes of social inclusion and participative development within the classroom, within the establishment and in the wider community
- promote competences in managing conflict situations
- help colleagues to work towards the principles of democracy and social justice
- ensure the participation of learners in wider aspects of the work of the establishment (a project, a whole establishment development, etc.)

6.3 Learning for global citizenship

Value and respect social, cultural and ecological diversity and promote the principles and practices of local and global citizenship for all learners.

6.3.1 Beginning

- demonstrate an understanding of world geography, globalisation and interdependence

- commit to social justice and equity, show concern for the environment and demonstrate a commitment to sustainable development

6.3.2 Competent

- understand the dimensions of local and global history and politics
- reflect the complexity of global issues in their teaching and reveal the global element of everyday local life
- embrace the educational and social values of sustainability, equality and justice, recognising the rights and responsibilities of future as well as current generations

6.3.3 Advanced

- carry out critical analyses of the past, of conflicts and their solutions, and of approaches to solving global problems
- promote strategic competences to approach local and global challenges in our society, both within the establishment and the wider community

7 Professional knowledge and understanding

Teachers' own skills, abilities and knowledge, as well as the tools required to help their learners develop, are key to this area. They should master both their subject matter and appropriate teaching and learning approaches. They should be aware of the skills and knowledge learners need to attain and should plan the teaching and learning process effectively. They should evaluate any task undertaken. They should apply and manage knowledge related to their subject or area and should be aware of the pedagogical approaches involved.

7.1 Subject knowledge

Have in-depth knowledge of the relevant areas they are teaching.

7.1.1 Beginning

- have appropriate knowledge of the theory and practical skills required in curricular areas to provide accurate information to learners at a level appropriate to their understanding and life experiences, referring to local and national guidance

7.1.2 Competent

- have detailed knowledge and understanding of the theory and practical skills required in curricular areas to provide accurate information to learners at a level appropriate to their understanding and life experiences, referring to local and national guidance
- take steps to broaden their subject-specific knowledge, incorporating and linking relevant content for a comprehensive understanding of the subject

7.1.3 Advanced

- develop sound, critically-informed knowledge and understanding of their subject area and of pedagogy in order to enhance their skills and abilities in their professional life
- are considered to be subject leaders and are able to train other teachers

7.2 Knowledge of teaching and learning

Have a sound knowledge of a variety of different approaches to teaching and learning, knowing which approach to use at particular times and with particular learners.

7.2.1 Beginning

- have knowledge and understanding of the stages of learners' cognitive, social and emotional development and use this to take account of all learners' needs
- are aware of learning theories and the importance of these to planning teaching and learning

7.2.2 Competent

- cater for diversity in the implementation of teaching and learning
- have sound knowledge and detailed understanding of learning theories and draw on these systematically to plan teaching and learning

7.2.3 Advanced

- are inclusive and support learners in the construction of their own learning schemes and in the development of their abilities
- collaborate with colleagues and the wider educational community in the development and implementation of different approaches to teaching and learning
- use networks as a source of information and as a channel for co-operation

7.3 Planning the teaching and learning process

Use a wide variety of resources and approaches to plan the teaching and learning process.

7.3.1 Beginning

- plan and deliver objectives, content, activities and resources necessary for a lesson
- investigate the use of active methodologies and Communication Technologies for Learning (CTfL) as appropriate

7.3.2 Competent

- plan and programme collaboratively, taking into account the subject-specific areas of knowledge involved
- integrate active methodologies and CTfL approaches into teaching as appropriate

7.3.3 Advanced

- carry out professional enquiry and research into particular aspects of education
- work with colleagues to develop new approaches to teaching and learning
- lead learning in their establishment and in the wider educational community, enhancing approaches to diverse needs

7.4 Knowledge of educational systems

Have a sound knowledge of their own and other educational systems, enabling them to choose from a variety of approaches when planning lessons and courses.

7.4.1 Beginning

- develop an understanding of the principal issues in education and develop awareness of international systems
- understand the legal and professional aspects of a teacher's position of trust

7.4.2 Competent

- have an understanding of current, relevant legislation and guidance
- have knowledge and understanding of the ways in which natural, social, cultural, political and economic systems function and of how they are interconnected to professional practice

7.4.3 Advanced

- understand the contexts in which teachers operate and the role of professionals within the educational community
- develop insight into the implications of professional practice, educational change and policy development

8 Continuing personal and professional development

Teachers should continue learning in order to identify new knowledge, skills, content, activities, methodology, resources and assessment methods they can use to improve their performance. They should establish a permanent process of self-assessment, as well as evaluation of their teaching practice and its impact on learning. They need to be aware of new teaching and learning approaches and pedagogical trends, continually maintaining their awareness of society's requirements of education, and other relevant topics.

8.1 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

8.1.1 Beginning

- reflect and engage in self-evaluation using the relevant professional standard
- adopt an enquiring approach to their professional practice
- engage in professional enquiry and dialogue to evaluate their classroom practice

8.1.2 Competent

- demonstrate constructive participation and engagement with curriculum development, improvement planning and professional review and development

8.1.3 Advanced

- commit to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice
- work collaboratively to contribute to the professional learning and development of colleagues, as well as learners, through offering support and constructive advice

8.2 Lifelong learning

Understand the need for continuous learning, updating subject knowledge and awareness of different methodologies and approaches

8.2.1 Beginning

- are open to changes and value the opportunity of being trained
- participate in teacher training activities

8.2.2 Competent

- participate regularly in teacher training activities
- create materials in workshops which show a mastery of new methodologies and technologies applied to education

8.2.3 Advanced

- are able to identify their own learning needs and create their own training paths
- continuously improve their professional competence, developing projects in teaching activities
- are involved in supporting, and possibly training, other teachers while continuing to

- participate in advanced training courses
- create advanced educational materials for other teachers in their own area and in other areas of teaching and learning

8.3 Open to change: researcher and innovative practitioner

- research and develop subject 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

8.3.1 Beginning

- investigate possibilities for improvement through the practical application of new ideas and educational practices to improve the development of their learners' skills

8.3.2 Competent

- have a forward-looking attitude and apply new methodologies in their lessons
- foster educational changes that lead to improvement
- are responsive and adaptable to change, adjusting to new ideas and perceiving them as opportunities to improve themselves

8.3.3 Advanced

- read and critically engage with professional literature and educational research
- foster flexibility, creativity and commitment to education in themselves and others
- have an open, critical attitude to innovation and are adaptable to change
- take collective responsibility for the implementation of innovative activities in their own establishment and in the wider educational community

9 Assessment

Teachers must understand the roles of assessment, both formative and summative, in their educational system and their own part in the process. They should understand the principles of assessment and know how to use them to support learning successfully. They must also know how to use the results of assessment to help learners develop, and be able to share the results appropriately with learners and, through the reporting process, with their parents or carers, colleagues, the establishment and outside bodies. Teachers should also show a willingness to research and adopt other forms of assessment when these might enhance the teaching and learning process.

9.1 Understanding the role of assessment

- understand the role of assessment
- understand the impact assessment may have on learners

9.1.1 Beginning

- understand the role of assessment in their own educational systems and establishment
- understand the impact assessment may have on learners' attitudes and confidence
- know how to use assessment positively

9.1.2 Competent

- identify an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs and circumstances of all learners as well as the requirements of the curriculum and awarding and accrediting bodies
- develop a critical awareness and understanding of the impact of various forms of assessment on different groups of learners
- encourage positive attitudes to assessment in learners and colleagues
- develop an awareness of alternative methods of assessment which will further support learners

9.1.3 Advanced

- understand and apply the principles of curriculum design and assessment, to address changing educational needs
- research alternative methods of assessment and share these with colleagues to allow assessment to support learning more fully
- critically engage with the assessment systems in use within an establishment or educational system, with a view to supporting improvement in these systems

9.2 Using assessment for teaching and learning

- use the results of assessment to identify development needs at class, group and individual level
- use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

9.2.1 Beginning

- use the results of assessment to identify development needs and as a basis for dialogue with learners about their progress and targets
- use assessment information to inform teaching and learning, identify next steps and produce reports which support learning

9.2.2 Competent

- record assessment information to enhance teaching and learning
- use the results of assessment to identify strengths as well as development needs which could lead to further learning opportunities
- help learners use assessment information to review progress, inform learning and identify next steps

9.2.3 Advanced

- encourage self-assessment, enabling all learners to engage in self-evaluation and peer assessment to benefit learning
- lead and work with others to ensure effective practice in the assessment of learning
- have a sound knowledge and understanding of the policies and practices of assessment as required by awarding bodies
- record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies

9.3 Using a range of approaches to assessment

Use a range of approaches for formative and summative assessment purposes.

9.3.1 Beginning

- use a range of approaches for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum
- be aware of the uses of pre-assessment

9.3.2 Competent

- use their knowledge and understanding of the principles of assessment to:
 - devise methods of recording assessment information
 - use assessment to review progress
 - improve teaching and learning
 - identify next steps
 - produce clear, informed and sensitive reports and guidance for learners

9.3.3 Advanced

- collaborate with others to plan innovative assessment programmes, at times taking the lead
- work with others to investigate effective practice in the assessment of learning, both summative and formative, at times taking the lead

III. Framework overview

	SUBCOMPETENCE 1	SUBCOMPETENCE 2	SUBCOMPETENCE 3	SUBCOMPETENCE 4	SUBCOMPETENCE 5
1st Cluster: personal					
Personal / interpersonal skills	developing personal skills; openness, honesty, courage and wisdom	developing positive relationships, tutoring and guidance of learners	managing and fostering education values	developing social relationships and participating in the life of the learning community	looking after self and colleagues
Collaborative	working with colleagues	working with learners	working with the learning community		
2nd Cluster: communication					
Communicative	communicating with learners	communicating with colleagues	communicating with educational establishments and the wider community		
TAC/CTfL	didactic and methodological	instrumental	organisational	ethical and critical	
3rd Cluster: framing and supporting learning					
Promoting health and wellbeing	promoting a healthy environment	building confidence	meeting needs		
Promoting social justice, diversity and global citizenship	learning for a better future	promoting the rights of learners	learning for global citizenship		
4th Cluster: professional					
Professional knowledge and understanding	Subject knowledge	Knowing about teaching and learning	Planning the learning and teaching process	Knowing about educational systems	
Continuing personal professional development	reflective / self evaluative	a lifelong learner	open to change: researcher and innovative practitioner		
Understanding assessment	understanding the role of assessment	using assessment for learning	using a range of approaches		

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- IPL Instituto Politécnico de Leiria – Leiria, **Portugal**
- Junta de Castilla y León – Valladolid, **Spain**
- PHW Pädagogische Hochschule Wien – Vienna, **Austria**

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