

# SPIRAL Competence cards

**SPIRAL**

*School-teacher Professionalisation:  
Intercultural Resources And Languages*

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Competence domain Competence title	<b>A</b> <b>A.1</b>	<b>Professional values</b> <b>Interacting inside and outside the classroom</b>
Competence description	I am able to work effectively with any actor of the educative community.	
National references	<ul style="list-style-type: none"> <li>• EU-EC3 Engage with others with self-confidence.</li> <li>• EU-TGC8 Interpersonal skills.</li> <li>• EU-TSC2 Be able to work with their fellow human beings — pupils/trainees, colleagues and other partners in education. This includes the ability to analyse complex situations concerning human learning and development in particular contexts.</li> <li>• UK-TSPPC1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.</li> <li>• UK-TSPPC3 Showing tolerance of and respect for the rights of others.</li> <li>• UK-TST36 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> <li>• DU- Create a good climate for cooperation both for the teacher and the learners as for the learners amongst themselves.</li> <li>• DU- Have good knowledge of theories on communication, group dynamics and intercultural communication and knows how to act upon that knowledge.</li> <li>• DE-6 Teachers find approaches to solutions in case of difficulties and conflict situations at school and in the classroom.</li> <li>• UK-TST39 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>• DU- Gives and accepts peer consultation with his colleagues.</li> <li>• DU- Has on a practical level knowledge of methodologies of cooperation and intervention.</li> <li>• DU- Exchanges relevant information and works effectively in a constructive manner with colleagues, parents, and stakeholders in education (local community, education institutions etc.)</li> <li>• FR-11 Contributing to the educational community’s action.</li> <li>• DE-11 Teachers engage in the planning and execution phase of school projects and objectives.</li> <li>• UK-TSPPC6 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• UK-TST37 Fulfil wider professional responsibilities.</li> <li>• UK-TST38 Make a positive contribution to the wider life and ethos of the school.</li> <li>• EU-TSC3 Be able to work with society —at local, regional, national,</li> </ul>	

European and broader global levels including the development of appropriate professional values and the ability to reflect on practices and contexts.

- EU-EC23 Work effectively with the local community and with partners and stakeholders in education – parents, teacher education institutions, and representative groups.
- FR-12. Collaborating with pupils' parents.
- FR-13. Collaborating with school partners.
- ES-7 Collaborate with all the parties involved in the educational community and of the social environment.
- UK-TST42 Communicate effectively with parents with regard to pupils' achievements and well-being.
- DU- Has knowledge of parenting theories, educational theories, parenting styles and their cultural determination and has insight in the implications of this on his acting as a teacher.
- DE-7 Teachers identify students' learning conditions and processes. Teachers foster and advise students and their parents individually, according to their needs.
- EU-TGC3 team working skills.
- EU-EC6 Co-operate and collaborate with colleagues to enhance their own learning and teaching.
- UK-TST39 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- UK-TST40 Deploy support staff effectively.
- UK-TST41 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- FR-14. Engaging in individual and collective professional development.
- FR-10. Collaborating within a team.
- ES-2 Know how to plan, design and assess teaching/learning processes both individually and collectively with fellow teachers.

<b>Competence domain</b> <b>Competence title</b>	<b>A</b> <b>A.2</b>	<b>Professional values</b> <b>Understanding duties and responsibilities of teachers and acting accordingly in each country's context</b>
<b>Competence description</b>	I know that my profession comes with specific duties and responsibilities.	
<b>National references</b>	<ul style="list-style-type: none"> <li>• DE-9 Teachers are aware of the needs and exigencies of their profession. Teachers understand their profession as a public service with special responsibilities and obligations.</li> <li>• FR-2. Ensuring one's actions are carried out within the framework of the education system's basic principles and in compliance with school rules.</li> <li>• UK-TSPPC7 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> <li>• ES-7 Understand the educational essence of teaching.</li> </ul>	

Competence domain	<b>A</b>	<b>Professional values</b>
Competence title	<b>A.3</b>	<b>Committing to lifelong learning</b>
Competence description	I engage in lifelong professional development.	
National references	<ul style="list-style-type: none"> <li>• DE-10 Teachers understand their profession as a lifelong learning process.</li> <li>• FR-14. Engaging in individual and collective professional development</li> <li>• UK-TST41 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> </ul>	

Competence domain	<b>B</b>	<b>Pedagogy and practice</b>
Competence title	<b>B.1</b>	<b>Building and managing learning environment</b>
Competence description	I am able to design a stimulating, safe and efficient learning environment.	
References	<ul style="list-style-type: none"> <li>• EU-EC10 Build and manage learning environments</li> <li>• DU- Designs, performs, and evaluates an approach for coaching learners to a safe, harmoniously climate and work environment to stimulate their social and emotional growth.</li> <li>• UK-TST2 establish a safe and stimulating environment for pupils, rooted in mutual respect;</li> <li>• UK-TST17 impart knowledge and develop understanding through effective use of lesson time;</li> <li>• FR-P4. Ensuring that group configuration and organization supports pupils' learning and socialization.</li> <li>• UK-TST32 Manage behaviour effectively to ensure a good and safe learning environment</li> <li>• UK-TST33 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> </ul>	

<b>Competence domain</b> <b>Competence title</b>	<b>B</b> <b>B.2</b>	<b>Pedagogy and practice</b> <b>Mastering one's subject and co-constructing knowledge</b>
<b>Competence description</b>	.I have a good command of my subject(s) and of teaching strategies and procedures.	
<b>References</b>	<ul style="list-style-type: none"> <li>• EU-EC14 Have a good understanding of subject knowledge and view learning as a lifelong journey</li> <li>• UK-TST11 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;</li> <li>• FR-P1. Mastering one's subject/s and its/their teaching/didactics.</li> <li>• DE-1 Teachers properly plan and execute qualified classes from a disciplinary perspective (correct content).</li> <li>• TST12 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• EU-EC8 Access, analyse, validate, reflect on and transmit knowledge</li> <li>• UK-TST16 Plan and teach well-structured lessons</li> <li>• DE-2 Teachers motivate students, stimulate the transfer of and use of learned contents.</li> <li>• UK-TST21 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s);</li> <li>• ES-1 Have proper command of didactic methodologies and procedures.</li> <li>• UK-TST14 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;</li> <li>• UK-TST15 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies;</li> </ul>	

<b>Competence domain</b>	<b>B</b>	<b>Pedagogy and practice</b>
<b>Competence title</b>	<b>B.3</b>	<b>Reflecting on one's own professional practice</b>
<b>Competence description</b>	I am able to reflect on my own professional practice in order to permanently improve it.	
<b>National references</b>	<ul style="list-style-type: none"> <li>• EU-TGC13 critical and self-critical abilities.</li> <li>• EU-TSC4 Abilities for reflection include the ability to reflect on their own and other's value systems, development and practices.</li> <li>• UK-TST20 Reflect systematically on the effectiveness of lessons and approaches to teaching;</li> <li>• ES-12 Understand the function, the span, and the limitations of education in current society, and the fundamental competences that affect primary education (regarding both students and teachers).</li> </ul>	

<b>Competence domain</b> <b>Competence title</b>	<b>B</b> <b>B.4</b>	<b>Pedagogy and practice</b> <b>Using a wide range of teaching and learning strategies to the needs of learners</b>
<b>Competence description</b>		I am able to use a wide range of teaching strategies and can adapt them to the needs of my learners.
<b>References</b>		<ul style="list-style-type: none"> <li>• EU-EC16 Match a wide range of teaching and learning strategies to the needs of learners</li> <li>• DU- Is well-informed about the social climate of the group, about the well-being of individual learners, and about the progress they make on independency and responsibility.</li> <li>• UK-TST7 be aware of pupils capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• UK-TST22 Adapt teaching to the strengths and needs of pupils</li> <li>• UK-TST23 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• DU- Has knowledge of the learners needs, expectations (and their cultural determination) and knows how to cope</li> <li>• TST26 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;</li> <li>• FR-5. Assisting pupils in their learning</li> <li>• UK-TST35 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• EU-EC4 Work with learners as individuals and support them to develop into fully participating and active members of society</li> <li>• EU-EC12 Use ICT with confidence and integrate it effectively into learning and teaching.</li> <li>• FR-9 Integrating digital technologies into one's practice:             <ul style="list-style-type: none"> <li>○ Making the most of the tools, resources and digital uses, particularly with a view to individualizing learning and to developing collaborative learning;</li> <li>○ Helping pupils appropriate digital tools in a critical and creative way;</li> <li>○ Contributing to educating pupils in using the internet responsibly;</li> <li>○ Using technology efficiently to communicate and get training.</li> </ul> </li> <li>• ES-11 Be familiar with and use IT in the classroom. Skilfully discern audio-visual information that fosters learning, civil education, and cultural richness.</li> </ul>
<b>Competence domain</b> <b>Competence title</b>	<b>B</b> <b>B.5</b>	<b>Pedagogy and practice</b> <b>Contributing to systems of quality assurance</b>

<b>Competence description</b>	I can develop strategies to analyse my practice and teaching in general and improve them
<b>References</b>	<ul style="list-style-type: none"><li>• EU-EC24 Contribute to systems of quality assurance</li><li>• UK-TST20 Reflect systematically on the effectiveness of lessons and approaches to teaching;</li><li>• UK-TST30 Use relevant data to monitor progress, set targets, and plan subsequent lessons</li><li>• DE-3 Teachers develop an autonomous and self-evaluating approach to learning and working for pupils.</li><li>• ES-10 Think critically regarding classroom work in order to improve and bring innovation to teaching</li></ul>

<b>Competence domain</b> <b>Competence title</b>	<b>B</b> <b>B.6</b>	<b>Pedagogy and practice</b> <b>Knowing pupils and learning processes</b>
<b>Competence description</b>	I am familiar with pupils' development and how learning processes can impact it.	
<b>References</b>	<ul style="list-style-type: none"> <li>• FR-3. Knowing pupils and their learning processes.</li> <li>• DU- Has knowledge of processes of forming identity, developing meaning and forming a set of values. He knows the cultural determination of this and knows how to act upon this knowledge</li> <li>• UK-TST24 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;</li> <li>• UK-TST25 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;</li> <li>• UK-TST9 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;</li> <li>• DE-7 Teachers identify students' learning conditions and processes. Teachers foster and advise students and their parents individually, according to their needs.</li> <li>• DU- Is familiar with social, emotional and moral development of children and with developmental and conduct disorders.</li> </ul>	

<b>Competence domain</b> <b>Competence title</b>	<b>B</b> <b>B.7</b>	<b>Pedagogy and practice</b> <b>Monitoring progress and assessing pupils</b>
<b>Competence description</b>		I know how to assess pupils
<b>References</b>	<ul style="list-style-type: none"> <li>• UK-TST1 Set high expectations which inspire, motivate and challenge pupils</li> <li>• UK-TST3 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;</li> <li>• UK-TST5 Promote good progress and outcomes by pupils;</li> <li>• UK-TST6 Be accountable for pupils' attainment, progress and outcomes;</li> <li>• UK-TST34 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• UK-TST8 Guide pupils to reflect on the progress they have made and their emerging needs;</li> <li>• UK-TST10 Encourage pupils to take a responsible and conscientious attitude to their own work and study;</li> <li>• UK-TST30 Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• UK-TST31 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> <li>• FR- P5 Assessing pupils' progress and acquisitions.</li> <li>• DE-8 Teachers understand and evaluate the achievements of their students through transparent evaluation criteria.</li> </ul>	

<b>Competence domain</b> <b>Competence title</b>	<b>B</b> <b>B.8</b>	<b>Pedagogy and practice</b> <b>Fulfilling wider professional responsibilities</b>
<b>Competence description</b>		I demonstrate an understanding of the spheres of primary education so that I can contribute positively to the field of Education.
<b>References</b>		<ul style="list-style-type: none"> <li>• UK-TST37 Fulfil wider professional responsibilities</li> <li>• UK-TST38 Make a positive contribution to the wider life and ethos of the school</li> <li>• FR-11. Contributing to the educational community's action.</li> <li>• FR-13. Collaborating with school partners.</li> <li>• EU-TSC15 Scrutinise and reflect on social norms and relationships within their particular field of Education and lead action to change them</li> <li>• EU-EC8 Access, analyse, validate, reflect on and transmit knowledge</li> <li>• EU-EC11 Retain the intellectual freedom to make choices over the delivery of education</li> <li>• EU-EC7 Work with a variety of types of knowledge</li> <li>• UK-TST13 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• ES-1 Know the interdisciplinary relationship between the different curricular spheres of primary education</li> <li>• ES-1 Know the curricular spheres of primary education.</li> </ul>

<b>Competence domain</b> <b>Competence title</b>	<b>C</b> <b>C.1</b>	<b>Linguistic competence</b> <b>Possessing a good command of a foreign language in work-related situations</b>
<b>Competence description</b>	I am proficient in using a foreign language in work-related contexts	
<b>References</b>	<ul style="list-style-type: none"> <li>• FR-8. Using a foreign language in work-related contexts :           <ul style="list-style-type: none"> <li>○ Being proficient in at least one modern foreign language at level B2 on the Common European Framework scale;</li> <li>○ Contributing to the development of pupils' intercultural competence.</li> </ul> </li> <li>• ES-3 Know how to effectively deal with multicultural and multilingual situations in the classroom.</li> <li>• ES-13 Speak and write a foreign language (B1 level)</li> <li>• ES-13 Understand basic principles of language and communication sciences. Adequately (C1 level) speak, read and write the official languages of the specific autonomous community.</li> </ul>	

<b>Competence domain</b> <b>Competence title</b>	<b>C</b> <b>C.2</b>	<b>Linguistic competence</b> <b>Contributing to the development of pupils' linguistic competences</b>
<b>Competence description</b>	I am able to contribute to the development of pupils' linguistic and intercultural competences	
<b>References</b>	<ul style="list-style-type: none"> <li>• FR-8. Using a foreign language in work-related contexts :           <ul style="list-style-type: none"> <li>○ Being proficient in at least one modern foreign language at level B2 on the Common European Framework scale;</li> <li>○ Contributing to the development of pupils' intercultural competence.</li> </ul> </li> <li>• ES-3 Know how to effectively deal with multicultural and multilingual situations in the classroom.</li> </ul>	

<b>Competence domain</b> <b>Competence title</b>	<b>D</b> <b>D.1</b>	<b>Intercultural understanding</b> <b>Creating a learning environment respectful of diversity</b>
<b>Competence description</b>	I am able to implement a learning environment allowing every learner to feel at ease, regardless of his/her social and cultural background.	
<b>References</b>	<ul style="list-style-type: none"> <li>• EU-EC1 Achieve social inclusion and nurture the potential of every learner.</li> <li>• EU-EC2 Gain knowledge of human growth and development.</li> <li>• UK-TST6 Be accountable for pupils' attainment, progress and outcomes.</li> <li>• DU- Make contact with every learner, ensure they feel the teacher's availability and put them at ease in the learning environment.</li> <li>• DU- Give learners the lead, make them responsible and ensure their own contribution.</li> <li>• DU- Be well aware (have good knowledge) of the way the learners communicate and relate and be well informed on the living environment, living conditions and cultural background of the learners and their parents.</li> <li>• DU- Create a good climate for cooperation both for the teacher and the learners as for the learners amongst themselves.</li> <li>• ES-7 Understand the educational essence of teaching</li> <li>• EU-TSC6 Ability to create an equal and fair climate conducive to learning for all learners regardless of their socio-cultural-economic context</li> <li>• FR-P4 Ensuring that group configuration and organization supports pupils' learning and socialization</li> <li>• EU-TSC8 Ability to adapt practices to specific educational contexts</li> <li>• UK-TST26 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;</li> <li>• DE-5 Teachers transmit values and norms and support students in the process of finding and negotiating their values and opinions.</li> <li>• DE-4 Teachers know students' social and cultural life conditions and try to influence their individual development at school.</li> <li>• EU-TGC11 appreciation of diversity and multi-culturality</li> <li>• ES-5 Foster intercultural relationships in and outside the classroom that will allow the proper solution of behavioral conflicts.</li> <li>• ES-4 Allow room for teaching basic values of respect and tolerance towards each other</li> <li>• EU-EC19 Encourage intercultural respect and understanding</li> <li>• EU-EC21 Understand the factors that create social cohesion and exclusion in society</li> <li>• UK-TSPPC4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect,</li> </ul>	

and tolerance of those with different faiths and beliefs

- DE-4 Teachers know students' social and cultural life conditions and try to influence their individual development at school.
- FR-4. Taking pupils 'diversity into account
- FR-P3. Designing and implementing learning and teaching situations which take pupils' diversity into account

DU- He signals problems and barriers in social and moral growth and develops, with colleagues, an effective approach

Competence domain	<b>D</b>	<b>Intercultural understanding</b>
Competence title	<b>D.2</b>	<b>Transmitting fundamental values</b>
Competence description	I am able to transmit fundamental European and/or national values values	
National references	<ul style="list-style-type: none"> <li>• EU-TGC12 ethical commitment.</li> <li>• DE-5 Teachers transmit values and norms and support students in the process of finding and negotiating their values and opinions.</li> <li>• FR-1. Disseminating the values of the French republic.</li> <li>• FR-6. Acting as a responsible and ethical educator. Rally pupils against any stereotype and discrimination and promote gender equality.</li> <li>• ES-7 Foster democratic education toward a responsible and participative role in society.</li> <li>• ES-8Foster a positive view of the relevance of public and private social institutions.</li> <li>• ES-11 Skilfully discern audio-visual information that fosters learning, civil education, and cultural richness.</li> <li>• UK-TSPPC4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</li> <li>• UK-TSPPC5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul>	

Competence domain	<b>D</b>	<b>Intercultural understanding</b>
Competence title	<b>D.3</b>	<b>Promoting intercultural understanding</b>
Competence description	I encourage intercultural respect and understanding	
National references	<ul style="list-style-type: none"> <li>• EU-EC18 Promote mobility and co-operation in Europe.</li> <li>• EU-EC19 Encourage intercultural respect and understanding.</li> <li>• EU-TGC11 appreciation of diversity.</li> </ul>	