

The SPIRAL Common Reference Framework

SPIRAL

*School-teacher Professionalisation:
Intercultural Resources And Languages*

Output 2. SPIRAL COMMON REFERENCE FRAMEWORK

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Abstract

The Common Reference Framework is a tool elaborated for trainees, trainers and teacher-training institutions with postgraduate teacher-training programmes in Europe. It consists in a practical, multilingual tool. It aims at facilitating the integration of mobility periods in cross-training teacher-training programmes.

Quality control checklist

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Document summary

Drawing up a common European reference framework is the second output of the SPIRAL project. With the development of mobility guides, quality charters and assessment tools such as evaluation guide, evaluation grids and skill cards, the Common reference framework aims at easing the integration of mobility periods in cross-training teacher-training programmes.

The common reference framework will facilitate the recognition in their home country of the competences developed by trainee-teachers during their placement abroad. To create the common reference framework, the partners analysed European sources as well as a range of national sources from Spain, Germany, England, the Netherlands and France in order to determine skills that are required for a teaching profession and that can be developed abroad. Following these researches, four different competence domains have been identified: professional values, pedagogy and practice, linguistic competence and intercultural understanding. Each of these competence domains regroups a number of competences with a specific numeric code, title and contains a general description as well as the national or European references. By creating standard procedures for the results obtained abroad, the SPIRAL competence framework allows the selected competences to be transferable to the home institutions systems.

Moreover, the competence cards are intended to be used as a basis for the assessment of the training period abroad. This way, sending and host institutions, trainees and tutors have a clear view of the competence to be developed.

Tools for mobility have been developed to facilitate mobility initiatives. A guide has been designed for teacher-trainees, it will be handed to the students prior to their mobility to provide information on the educational system, the culture, the specificities and practical advice of the country they are placed in. Regarding mobility tools developed for teachers and institutions, a charter of ten quality criteria has been created to encourage the sending and receiving institutions to meet the standards.

The Common reference framework is a tool for convergence in teacher training programmes, a main objective of European cooperation in this field.

I. Introduction

1. Context

The School-teacher Professionalisation: Intercultural Resources and Languages project (SPIRAL) started in September 2015 with the aim of renewing and extending the former Anglo-French training exchanges for future primary teachers. This programme, established in 2001, had seen hundreds of French and English students spend time abroad at partner institutions. It was the product of a bilateral agreement between the English and French governments to foster the reciprocal training of generalist primary class teachers, for four weeks, as an integrated element of the training programme in their home country. Much progress had been made since then, with the publication of a first Common reference framework in 2005 and of a second one in 2007, both stressing personalised targets and formative assessment in individual pathways through the placement. The references to requirements and standards in both countries allowed the placements to be fully integrated into training courses in each country.

Nevertheless, this exchange programme came to an end in 2010 with a reform of teacher training in France. The disappearance of the *Instituts universitaires de formation des maîtres* (University Institutes for Teachers Training) resulted in the impossibility to pursue the exchange programme. In 2013, the creation of the *Ecoles supérieures du professorat et de l'éducation* (Graduate Schools for the Teaching Profession and Education), made it possible to renew the former exchange programme. Both the British Department for Education and the French *Ministère de l'Éducation de l'Enseignement supérieur et de la Recherche* started investigations on how they could make this programme more ambitious and efficient.

After consultation with various stakeholders, they came to the conclusion that a strategic partnership within the framework of the Erasmus+ programme would be a great opportunity to extend the programme to new countries and to enrich the 2007 Common reference framework. Replicability and transferability would also be core features for the new project so that non-participating countries can also benefit from the outputs developed.

Initially, the exchange scheme focused on the development of language skills, as languages were to become a compulsory part of the primary curriculum both in France and the United Kingdom. Trainee-teachers were expected to mainly develop language skills during their exchange period abroad, along with other sets of competences: intercultural understanding, pedagogy and practice and professional values.

The aims of the exchange programme were to:

- enhance the trainee's linguistic ability and expand and broaden their experience;
- develop an understanding of language teaching practices;
- develop intercultural awareness;
- improve and develop the trainee's teaching skills in various contexts linked to the requirements of the home government;
- improve the trainee's ability to teach all subjects in the curriculum, both in their mother tongue and in the foreign language;
- further the trainee's teaching abilities as required by the standards and regulations in place in the home country;
- achieve a better understanding of social and cultural aspects of teaching practices (in the host and home country).

For a number of reasons that will be developed later on in this document, the SPIRAL consortium chose to reverse the focus of the exchange scheme, although the competence domains appearing in

the previous frameworks have been maintained, and to concentrate on intercultural understanding as a core set of competences to be developed during a training period abroad.

2. Objectives

The aim of the common reference framework is to facilitate the integration of mobility periods in cross-training teacher-training programmes through the development of mobility guides and quality charters, assessment tools in the form of an evaluation guide, evaluation grids, skill cards.

The mobility tools are aimed at teacher-trainees, their trainers and teacher-training institutions, the aim of which is to facilitate mobility initiatives for teacher-trainees by providing:

- Educational information: on the host country's educational system, its particularities, organisation of school year, teaching of general subjects,
- Intercultural information: regarding do's and don'ts in a variety of circumstances.
- Practical advice for the trainee: regarding the preparation of the mobility, daily life in the host country, administrative & financial matters
- Practical advice for the institution: setting up of partnerships, administrative matters, elaboration of quality charters for placements.

Assessment tools in the form of an evaluation grid and online activities have been developed by project partners as a practical tool to enable trainers to correctly evaluate students placed in another country. Assessment tools are designed to ensure trainers and trainees are actively engaged with the objectives of the mobility period undertaken.

The transparency of evaluation criteria demonstrated in these tools will be beneficial to teacher-training institutions, trainers and trainees as they will be able to anticipate any hurdles that may arise before the mobility periods. Creating common evaluation tools means that results obtained abroad are immediately transferable to the home institutions systems.

The use of these tools allows trainers to keep a record of the progress of trainees. They provide useful support material for the home institution and are intended to be complementary to course material used during training.

A running theme throughout the Common Reference Framework is the objective of trainees to progress towards the standards for qualification as a teacher in their own country. The references to requirements & standards in partner countries allow the mobility of trainee-teachers to be fully integrated into courses in each country. Reference to European standards further enrich this shared assessment document and ensures its transferability to other training exchanges. Thus, the Common reference framework provides an example of convergence in teacher training programmes, a key objective of European cooperation in this field.

II. Framework

For the competences developed by trainee-teachers during their placement abroad to be recognised in their home country, it is necessary to set up standard procedures allowing results obtained abroad to be immediately transferable to the home institutions systems. A SPIRAL competence framework, describing all the competences that can be developed by trainee-teachers during their placement in any country is a first step towards this standardization.

1. The SPIRAL competence Framework

a. Key terms

For the sake of clarity, below are definitions of key terms and concepts that apply to the SPIRAL project.

COMPETENCE

Competence seems to be rather elusive a concept to define. There have been debates on whether the notion of competence refers simply to the act of combining knowledge and skills to carry out a task, or rather to the ability to respond to specific situational (contextual) aspects of a task, or, in a yet another understanding, the ability to supplement the purely cognitive knowledge and skills with a set of personal attitudes, individual traits and ethical values. Some important discourses, on the other hand, choose not to distinguish conceptually between skills and competences and consider the terms synonymous. The European Union's current policy in education and training, then, tends to view competence as capacity for individual application of learning outcomes demonstrated and proven in action. SPIRAL addresses the notion of competence in a pragmatic way as a unit of work task-based learning outcomes organised according to the structure of a specific competence framework. Thus, the "SPIRAL competence units" will be defined through analysis and systemisation of the information collected by partners.

COMPETENCE FRAMEWORK

A competence framework is a system of management of empirical information on knowledge, skills and competences related to a given learning or work activity. The purpose of a competence framework is to manage and organise both its internal structures and its connectivity to external structures (sources of information, other frameworks and systems, users, etc.). The SPIRAL competence framework will be a cooperation system consisting in empirical research conducted by all partners, processing and transforming the data into a set of structured outcomes, and utilising the outcomes in the following project steps (testing the model, designing learning materials, instructing students on competence development, cooperation with host institutions, drafting of policy recommendations, etc.)

b. Methodology

MAPPING THE COMPETENCES

This chapter outlines the methodology of the research carried out to inform the development of a SPIRAL Competence Framework for trainee-teachers.

SPIRAL sought to combine 4 competence domains into a competence framework. These competence domains derive from those the 2007 Common Reference Framework, result of the collaboration between the British and French Ministries of Education, described. The objective of the research procedure was not to collect ready-made pieces of information precisely fitting the SPIRAL vision, for

there are only limited numbers of such. The objective was to extract information from various sources (national competence frameworks and others) that, in the perspective of SPIRAL goals, provided relevant data pool for a subsequent synthesis.

The research then consisted in extracting information from national competence frameworks, the sum of which provided an overview of skills required in the teaching profession and that can be developed further, pre-service, during a placement period abroad.

Partners concerned: All partners
Method: Desk research
Sources: National competence frameworks, European competence frameworks
Timeframe: M6 - February 2016
Country outcomes: 1 comprehensive list of competences
Total outcomes: 5 comprehensive lists of learning outcomes + 2 European lists

The objective of this research phase was to identify and collate descriptions of competences related to four competence domains in the five piloting countries. The desk research conducted by the respective partners consisted in examining national competence frameworks. Each partner translated the descriptions found in national sources to English, and submitted the collection to the CIEP via a structured template. The collections have been analysed by the CIEP and inform, along with other empirical sources, notably the results of the Situational survey on cross-training programmes (Output 1), the design of a SPIRAL competence matrix.

The partners searched, identified, extracted and translated descriptions of learning outcomes. Various sources of learning-outcome descriptions were consulted as shown in the table above. Partners searched for learning outcomes linked with the four following domains, as agreed during project planning, according to the 2007 Common reference framework:

- Professional values
- Pedagogy and practice
- Linguistic competence
- Intercultural understanding

SOURCES

As explained above, partners have used different sources in order to build the SPIRAL competence framework. These sources are described below.

- [Common European Principles for Teacher Competences and Qualifications](#)

The **Common European Principles for Teacher Competences and Qualifications**¹ (CEPTCQ) have been developed by the European Commission as part of the Lisbon Strategy. These recommendations describe three competence areas as follow:

Work with others: *they work in a profession which should be based on the values of social inclusion and nurturing the potential of every learner. They need to have knowledge of human growth and development and demonstrate self-confidence when engaging with others. They need to be able to work with learners as individuals and*

¹ European Commission, Directorate General of Education and Culture, Common European Principles for Teacher Competences and Qualifications, presented at the European Testing Conference on Common European Principles for Teacher Competences and Qualifications. 20-21 June 2005, Brussels. http://www.atee1.org/uploads/EUpolicies/common_eur_principles_en.pdf

support them to develop into fully participating and active members of society. They should also be able to work in ways which increase the collective intelligence of learners and co-operate and collaborate with colleagues to enhance their own learning and teaching.

Work with knowledge, technology and information: *they need to be able to work with a variety of types of knowledge. Their education and professional development should equip them to access, analyse, validate, reflect on and transmit knowledge, making effective use of technology where this is appropriate. Their pedagogic skills should allow them to build and manage learning environments and retain the intellectual freedom to make choices over the delivery of education. Their confidence in the use of ICT should allow them to integrate it effectively into learning and teaching. They should be able to guide and support learners in the networks in which information can be found and built. They should have a good understanding of subject knowledge and view learning as a lifelong journey. Their practical and theoretical skills should also allow them to learn from their own experiences and match a wide range of teaching and learning strategies to the needs of learners.*

Work with and in society: *they contribute to preparing learners to be globally responsible in their role as EU citizens. Teachers should be able to promote mobility and co-operation in Europe, and encourage intercultural respect and understanding. They should have an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values. They also need to understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society. They should be able to work effectively with the local community, and with partners and stakeholders in education – parents, teacher education institutions, and representative groups. Their experience and expertise should also enable them to contribute to systems of quality assurance.*

In order to gain clarity and precision, researchers who worked on the 2007 project chose to extract and itemise competences from the competence areas above. As a result, they extracted 24 competences, coded with the letters EC (European Competence) and numbered from 1 to 24.

- Work with others in a principled way to:
 - EC1 Achieve social inclusion and nurture the potential of every learner
 - EC2 Gain knowledge of human growth and development
 - EC3 Engage with others with self-confidence
 - EC4 Work with learners as individuals and support them to develop into fully participating and active members of society
 - EC5 Promote the collective intelligence of learners
 - EC6 Co-operate and collaborate with colleagues to enhance their own learning and teaching
- Work with knowledge, technology and information
 - EC7 Work with a variety of types of knowledge
 - EC8 Access, analyse, validate, reflect on and transmit knowledge
 - EC9 Make effective use of technology, where this is appropriate
 - EC10 Build and manage learning environments
 - EC11 Retain the intellectual freedom to make choices over the delivery of education
 - EC12 Use ICT with confidence and integrate it effectively into learning and teaching

- EC13 Guide and support learners in the networks in which information can be found and built
- EC14 Have a good understanding of subject knowledge and view learning as a lifelong journey
- EC15 Obtain practical and theoretical skills that will enable them to learn from their own experiences
- EC16 Match a wide range of teaching and learning strategies to the needs of learners
- Work with and in society
 - EC17 Contribute to preparing learners to be globally responsible in their role as EU citizens
 - EC18 Promote mobility and co-operation in Europe
 - EC19 Encourage intercultural respect and understanding
 - EC20 Have an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values
 - EC21 Understand the factors that create social cohesion and exclusion in society
 - EC22 Be aware of the ethical dimensions of the knowledge society
 - EC23 Work effectively with the local community and with partners and stakeholders in education – parents, teacher education institutions, and representative groups
 - EC24 Contribute to systems of quality assurance

The SPIRAL project endorses this itemisation in the context of this competence mapping.

- **TUNING Project**

The background and context of the **Tuning project** is the implementation of the Bologna Process at university level. The project aims to make study programmes comparable and compatible, to facilitate transparency and academic recognition at European level and to build trust between institutions by offering a methodology to assure and enhance the quality of study programmes. Tuning proposes and promotes output-oriented programmes based on learning outcomes expressed in terms of generic and subject-specific competences as well as ECTS workload-based credits. More specifically, the project aims at identifying reference points for generic and subject-specific competences for first and second cycle graduates in a series of subject areas. The TUNING Consortium has decided to split the Education area into two separated subjects and uses the UNESCO 1997 International Standard Classification of Education to do so. These subjects are Education sciences and Teacher Education.

The Consortium makes [recommendations](#) on how Teacher education should be provided in universities, in order to comply with the Bologna model. More importantly for the SPIRAL project, the TUNING Consortium identifies specific competences for teacher trainees to acquire. They add up to generic competences common to all subject areas studied by the consortium (Business administration, Chemistry, Geology, European studies, History, Mathematics, Nursing, Physics).

In the context of the SPIRAL competence mapping for SPIRAL, we will number them and sort them in two groups:

- TUNING Generic Competences (TGC)
- TUNING Specific Competences (TSC)

The competences identified are indicative only. The list is not intended to be either exhaustive or definitive, and should be used as such:

- TGC1 capacity to learn;
- TGC2 communication skills;

- TGC3 team working skills;
 - TGC4 information technology skills;
 - TGC5 problem solving;
 - TGC6 autonomy;
 - TGC7 reflection skills;
 - TGC8 interpersonal skills;
 - TGC9 planning and time management;
 - TGC10 decision-making;
 - TGC11 appreciation of diversity and multi-culturality;
 - TGC12 ethical commitment;
 - TGC13 critical and self-critical abilities;
 - TGC14 capacity to improve their own learning and performance, including the development of study and research skills;
 - TGC15 ability to analyze, synthesize, evaluate, to identify problems and work out solutions;
 - TGC16 firm knowledge of the profession in practice;
 - TGC17 research skills; leadership skills;
 - TGC18 communication skills, including ability to communicate in advanced professional registers;
 - TGC19 ability to reflect upon and evaluate own performance;
 - TGC20 development of advanced cognitive skills associated with knowledge development and creation.
 - TGC21 The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers at national and international levels;
 - TGC22 Ability to demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning;
 - TGC23 Develop new skills, techniques, tools, practices and/or materials;
 - TGC24 Respond to abstract problems that expand and redefine existing procedural knowledge;
 - TGC25 Communicate results of research and innovation to peers;
 - TGC26 Engage in critical dialogue; lead and originate complex social processes within their professional domain; critical competences, i.e. critical and self-critical abilities;
 - TGC27 Presentation and defence in public of scientific studies;
 - TGC28 Creativity.
-
- TSC1 Be able to work with information and knowledge of subject to be taught, and of educational issues and their theoretical bases;
 - 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;
 - TSC3 Be able to work with society —at local, regional, national, European and broader global levels including the development of appropriate professional values and the ability to reflect on practices and contexts;
 - TSC4 Abilities for reflection include the ability to reflect on their own and other's value systems, development and practices;

- TSC5 Competence in a number of teaching/learning and assessment strategies and understanding of their theoretical bases;
- TSC6 Ability to create an equal and fair climate conducive to learning for all learners regardless of their socio-cultural-economic context;
- TSC7 competence in collaborative problem solving of educational issues in a variety of contexts;
- TSC8 ability to adapt practices to specific educational contexts;
- TSC9 development of knowledge and understanding in their chosen area of professional specialization in a major educational field: educational management and administration; curriculum studies; educational policy; adult education; learning difficulties; children's literature;
- TSC10 ability to use research appropriate to discipline to inform their practices;
- TSC11 ability to reflect on values appropriate to educational activities;
- TSC12 Acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning in the field of Education;
- TSC13 Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts related to Education as a broad field;
- TSC14 Learn to critique the broader implications of applying knowledge to particular educational and professional contexts;
- TSC15 Scrutinise and reflect on social norms and relationships within their particular field of Education and lead action to change them;
- TSC16 Capacity to conduct (original) research; demonstrate the ability to perform independent, original and ultimately publishable research in the different fields of Education and/or school pedagogy.

In order to easily identify these competences as originating from European frameworks, it has been decided that an "EU" descriptor would be added to their itemised names where mentioned in the competence cards to follow. They will then be mentioned as shown below:

- EU-EC3
- EU-TGC21
- EU-TSC-14
- [Spanish additional disposition to the 1393/2007 royal decree establishing requirements for the recognition of primary teachers diplomas²](#)

The 2/2006 Education organic law, in its article 93, defines the teaching profession in primary education as a regulated one that requires being in possession of a corresponding diploma. This diploma is described by the 1393/2007 royal decree according to the agreement signed during the 14th of December 2007 Council of ministers. It entrusts the Ministry of Education and Science to establish the requirements related to the objectives of the diploma. The Ministry does so with an additional disposition (ORDEN ECI/3857/2007) to the aforementioned royal decree. It lists 12 competences to be developed by future teachers and gives examples of knowledge, skills and attitudes attached to it. A

² ORDEN ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria

thirteenth competence is not listed with the others but clearly appears in the disposition. The SPIRAL consortium chose to add it to the list.

- ES-1 Know the curricular spheres of primary education. Know the interdisciplinary relationship between the different curricular spheres of primary education. Know assessment criteria. Have proper command of didactic methodologies and procedures.
- ES-2 Know how to plan, design and assess teaching/learning processes both individually and collectively with fellow teachers.
- ES-3 Know how to effectively deal with multicultural and multilingual situations in the classroom. Foster reading comprehension and activities regarding the different scientific and cultural contents of the academic curricula.
- ES-4 Design classroom space in such a way that will allow for gender equality and respect for Human rights. Allow room for teaching basic values of respect and tolerance toward others.
- ES-5 Foster intercultural relationships in and outside the classroom that will allow the proper solution of behavioural conflicts. Stimulate and value personal effort and hard work.
- ES-6 Know the organisation of primary education and the variety of actions it involves. Act as tutor and an advisor for pupils and their families, taking into account their specific needs. Understand that the teaching profession has to improve and adapt to scientific, pedagogical and social changes.
- ES-7 Collaborate with all the parties involved in the educational community and of the social environment. Understand the educational essence of teaching. Foster democratic education toward a responsible and participative role in society.
- ES-8 Foster a positive view of the relevance of knowledge, values and public and private social institutions.
- ES-9 Foster individual and collective responsibility for a sustainable future.
- ES-10 Think critically regarding classroom work in order to improve and bring innovation to teaching. Acquire necessary skills to foster autonomous and collaborative learning.
- ES-11 Be familiar with and use IT in the classroom. Skilfully discern audio-visual information that fosters learning, civil education, and cultural richness.
- 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)
- 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.
- German standards for the teaching profession³

The Kultusministerkonferenz (conference of ministers of education) is the assembly of ministers of education of the German Landers. It considers a central task securing the quality of school education. To do so, it has introduced standards for the teaching profession. Their requirements are applied to teacher training in Germany since 2005. It has to be noted that directives from the Kultusministerkonferenz do not immediately become effective. Landers have had to turn them into state law. The standards list 11 competences and give examples of knowledge to be acquired during training and attitudes to adopt in the classroom.

- DE-1 Teachers properly plan and execute lessons from a disciplinary.

³ Standards für die Lehrerbildung, Beschluss der Kultusministerkonferenz vom 16.12.2004

- DE-2 Teachers motivate students, stimulate the transfer of and use of learned contents.
 - DE-3 Teachers develop an autonomous and self-evaluating approach to learning and working for pupils.
 - DE-4 Teachers know students' social and cultural life conditions and try to influence their individual development at school.
 - DE-5 Teachers transmit values and norms and support students in the process of finding and negotiating their values and opinions.
 - DE-6 Teachers find approaches to solutions in case of difficulties and conflict situations at school and in the classroom.
 - DE-7 Teachers identify students' learning conditions and processes. Teachers foster and advise students and their parents individually, according to their needs.
 - DE-8 Teachers understand and evaluate the achievements of their students through transparent evaluation criteria.
 - 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.
 - DE-10 Teachers understand their profession as a lifelong learning process.
 - DE-11 Teachers engage in the planning and execution phase of school projects and objectives.
- **Mapping of the Department for Education Teacher's Standards for England and Wales**

The Department for Education Teacher' Standards are the Teachers' Standards in use in schools in England since September 2012. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012, and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status. The standards were introduced following the recommendations in the reports of the independent Review of Teachers' Standards, chaired by Sally Coates. These reports are available from GOV.UK.

In the context of the SPIRAL project, these standards identify specific competences for teacher trainees to acquire. We have numbered them and sorted them into two groups

In the context of the SPIRAL competence mapping for SPIRAL, we will number them and sort them in two groups:

- Teachers' Standards Teaching (TST)
- Teachers' Standards Personal and Professional Conduct (TSPPC)

The competences identified are indicative only. The list is not intended to be either exhaustive or definitive, and should not be used as such:

TST A teacher must:

- TST1 Set high expectations which inspire, motivate and challenge pupils
- TST2 establish a safe and stimulating environment for pupils, rooted in mutual respect;
- TST3 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- TST4 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- TST5 Promote good progress and outcomes by pupils;
- TST6 be accountable for pupils' attainment, progress and outcomes;

- TST7 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- TST8 guide pupils to reflect on the progress they have made and their emerging needs;
- TST9 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- TST10 encourage pupils to take a responsible and conscientious attitude to their own work and study;
- TST11 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- TST12 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- 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;
- TST14 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- TST15 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies;
- TST16 Plan and teach well-structured lessons;
- TST17 impart knowledge and develop understanding through effective use of lesson time;
- TST18 promote a love of learning and children's intellectual curiosity;
- TST19 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- TST20 reflect systematically on the effectiveness of lessons and approaches to teaching;
- TST21 contribute to the design and provision of an engaging curriculum within the relevant subject area(s);
- TST22 Adapt teaching to respond to the strengths and needs of all pupils;
- TST23 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- TST24 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- 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;
- 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;
- TST27 Make accurate and productive use of assessment;
- TST28 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- TST29 make use of formative and summative assessment to secure pupils' progress
- TST30 use relevant data to monitor progress, set targets, and plan subsequent lessons
- TST31 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- TST32 Manage behaviour effectively to ensure a good and safe learning environment
- 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
- 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
- TST35 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- TST36 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- TST37 Fulfil wider professional responsibilities
- TST38 make a positive contribution to the wider life and ethos of the school
- TST39 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively
- TST40 deploy support staff effectively
- TST41 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- TST42 communicate effectively with parents with regard to pupils' achievements and well-being.

TSPPC Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 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
- TSPPC2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- TSPPC3 showing tolerance of and respect for the rights of others
- 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
- TSPPC5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.
- TSPPC7 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- **Dutch Decree on the establishment of competences for primary school teachers⁴**

The royal decree establishing competences for the teaching profession (primary and secondary level and vocational education) in the Netherlands dates back August 23, 2005. In recent years, there has been a growing demand for an update of this decree in order to better cover the needs of this fast evolving profession. There were plans for a new decree to be implemented during year 2015-2016, nevertheless, although the Ministry of Education has consulted teachers through the "Onderwijscoöperatie" (The Education Cooperative, the teachers' professional organisation), a new decree remains to be published and the 2005 one remains in force. It lists 7 competences for primary school teachers (from article 2.1 to article 2.10). The decree describes knowledge, skills and attitudes related to each competence and gives examples of actions to perform in the classroom.

- DU-1 Interpersonal skills
- DU-2 Pedagogical competence
- DU-3 Professional and educational competence

⁴ Besluit van 23 augustus 2005, houdende vaststelling van bekwaamheidseisen voor leraren in het basisonderwijs, het speciaal en voortgezet speciaal onderwijs, het voortgezet onderwijs en voor docenten educatie en beroepsonderwijs, alsmede houdende aanwijzing van vakken voor bekwaamheid als vakleerkracht in het primair onderwijs (Besluit bekwaamheidseisen onderwijspersoneel)

- DU-4 Organisational skills
- DU-5 Competence in cooperating with colleagues
- DU-6 Competence in interacting with the environment
- DU-7 Competence in reflection and development
- French Competency Framework for Education Professionals⁵

The 2013 reform of teacher education in France aims to guarantee the quality of the public education service and therefore relies on well-trained and better recognized education professionals. Initial Teacher Education has from then on been delivered at Master's level as part of two-year programmes. These programmes aim at helping student teachers further their knowledge of their specialist subject and develop specific professional competences.

The 2013 competency framework for all education professionals issued by the French Ministry for Education

1. states that all education professionals contribute to common goals and can refer to a common culture of their profession;
2. acknowledges the specificity of the teaching and educational professions;
3. defines the professional skills expected from education professionals; these are developed and furthered on a continuum starting with initial education and then, throughout one's career, through the experience gained in the field and through continuing professional development.

This framework is based on the notion of "competence" defined in European Parliament recommendation 200/962/EC as a "body of knowledge, skills and attitudes appropriate to a context", each competence requiring that the person who uses it should master "critical thinking, creativity, initiative, problem solving, risk assessment, decision making and the constructive management of emotions."

Each competence from the framework is complemented by descriptors which specify its scope. However, these descriptors should not be considered as a list of requirements but as different possible implementations of the competence in various situations and specific contexts.

The framework identifies four different sets of competences:

- competences common to all teachers and education professionals (competences 1 to 14),
- competences common to all teachers (competences P1 to P5)
- competences specific to teacher-librarians (D1 to D4)
- competences specific to chief education advisers/pastoral workers (competences C1 to C8).

The last 2 dimensions are not taken into account in the SPIRAL framework.

A. Competences common to all teachers and education professionals

Teachers and education professionals as civil servants in the public education service:

1. Disseminating the values of the French republic:
 - being able to pass on and share the principles of democracy and the values of the Republic: liberty, equality, fraternity; laicity; the refusal of all forms of discrimination;
 - helping learners develop their critical thinking, differentiate between knowledge, opinions or beliefs, argue and defend an opinion and respect other people's opinions.
2. Ensuring one's actions are carried out within the framework of the education system's basic principles and in compliance with school rules :

⁵ Référentiel des compétences professionnelles des métiers du professorat et de l'éducation, arrêté du 1-7-2013 - J.O. du 18-7-2013

- Knowing French educational policy, the main stages in the history of education in France, its issues and challenges, the fundamental principles of the education system and its organization in comparison with other European countries’;
- Knowing the main legislative principles governing the French education system, the rules and regulations of French schools, the rights and obligations of civil servants and the status of teachers and education professionals.

Teachers and education professionals as pedagogues and educators aiming at pupils’ success

3. Knowing pupils and their learning processes:

- Knowing the basic concepts of child psychology, adolescent and young adult psychology;
- Knowing the processes and learning mechanisms, taking into account recent research findings;
- Taking into account the cognitive, affective and relational dimensions of teaching and educational work.

4. Taking pupils’ diversity into account :

- Adapting one’s teaching and educational activity to student diversity;
- Working with the appropriate professionals in the implementation of "personalized education projects" for students with special needs;
- Detecting early signs of dropping out to prevent difficult situations.

5. Assisting pupils in their learning:

- Designing pupils’ learning paths from a pedagogical and educational point of view;
- Assisting pupils to achieve mastery of core knowledge, skills and culture;
- Taking an active part in various working groups;
- Contributing to the design and animation, in a multi-professional team, of pedagogical and educational sequences in order to help pupils choose their own learning pathways and specializations.

6. Acting as a responsible and ethical educator:

- Giving all pupils appropriate attention and support;
- Avoiding all forms of depreciation towards pupils, parents, peers, and members of the educational community;
- Contributing to cross-curricular teaching and learning, including health education, education for citizenship, education for sustainable development and arts and cultural education;
- Acting and rallying pupils against stereotyping and discrimination of all kinds, promoting equality between girls and boys, women and men;
- Contributing to the well-being, safety and security of pupils, preventing and managing violence, identifying all forms of exclusion or discrimination and all signs of social and economic difficulties and of abuse;
- Contributing to identifying all signs of risky behaviour and to deterring such types of behaviour;
- Following and enforcing the rules and regulations in use;
- Respecting the confidentiality of personal information provided by students and their families.

7. Having a good command of French for communication purposes:

- Using language that is clear and adapted to their various interlocutors;
- Making the mastery of oral and written French language one of their objectives.

8. Using a foreign language in work-related contexts :

- Being proficient in at least one modern foreign language at level B2 on the Common European Framework scale;
- Contributing to the development of pupils’ intercultural competence.

9. Integrating digital technologies into one’s practice :

- Making the most of the tools, resources and digital uses, particularly with a view to individualizing learning and to developing collaborative learning;
- Helping pupils appropriate digital tools in a critical and creative way;
- Contributing to educating pupils in using the internet responsibly;
- Using technology efficiently to communicate and get training.

Teachers and education professionals as active members of the educational community

10. Collaborating within a team:

- Collaborating in the definition of objectives and of their evaluation;
- Participating in the design and implementation of joint projects, particularly in cooperation with the school psychologist or career adviser.

11. Contributing to the educational community's action:

- Being able to conduct an interview, to host a meeting and to offer mediation using clear language that is adapted to the situation;
- Contributing to the development of the school project and its implementation;
- Taking into account the characteristics of the school or institution, its public, its socio-economic and cultural environment, and identifying the role of all stakeholders;
- Coordinating one's activities with other members of the educational community.

12. Collaborating with pupils' parents:

- Working towards building a relationship of trust with parents;
- Analyzing pupils' progress together with their parents to identify their strengths and weaknesses, and collaborating with parents to help pupils prepare and implement their personal and professional projects;
- Establishing and maintaining a constructive dialogue with parent representatives.

13. Collaborating with school partners:

- Collaborating with other government departments, local authorities, the school's sports association and other associations, cultural organizations and socio-economic stakeholders, at the same time as taking into account the school project and the local education project, and identifying the role and action of each of these partners;
- Being familiar with the possibilities of exchange and collaboration with other schools or institutions and with opportunities for local, national and even European and international partnerships;
- Collaborating with the teaching and educational staff of other schools or institutions, particularly through the use of online virtual learning environments, and to promoting interrelations between teaching cycles (key stages) and levels of education (Primary, secondary, etc.).

14. Engaging in individual and collective professional development:

- Furthering and updating one's knowledge of one's specialist subject/s and of its/their didactic and pedagogical aspects;
- Keeping oneself informed of the latest research findings in order to initiate projects and implement innovative teaching approaches aimed at improving practices;
- Reflecting upon one's practice – alone and with peers - and using the conclusions drawn from this analysis in one's action/practice;
- Identifying one's training needs and striving to further develop one's skills through the use of available resources.

B. Competences common to all teachers

Teachers as professionals who master specific knowledge and a common professional culture

P1. Mastering one's subject/s and its/their teaching and didactics:

- Know one's subject(s) thoroughly. Identify the fundamental concepts, the epistemological and didactic issues.
- Master teaching goals and contents, the common core of knowledge, skills and culture requirements as well as the acquisitions of the previous and the following cycle.
- Contribute to the establishment of interdisciplinary projects in order to achieve the curriculum objectives.

More specifically in primary school

- Use one's ability to teach a variety of subjects to ensure a coherent and continuous learning curriculum for pupils from nursery school to primary school.
- Base pupils' learning on a good command of fundamental knowledge as defined in the common core of knowledge, skills and culture.

More specifically in lower secondary school

- Support pupils' transition from a primary schoolteacher who teaches a variety of subjects to several secondary school teachers who are specialists in a specific subject.

More specifically in upper secondary and vocational school

- Link the subjects taught in upper secondary school to the requirements of higher education.

P2. Mastering French for teaching and communication purposes:

- Use a clear language that is adapted to pupils' understanding skills.
- Take into account the objective of pupils' command of oral and written language in one's teaching.
- Describe and explain in simple terms one's teaching to a member of the education community or to parents.

More specifically in primary school

- Provide an appropriate language model so that all pupils have access to the language used at school.
- Spot pupils' difficulties in mastering oral and written language (reading in particular) to build learning sequences which are adapted to their needs or/and alert specialised staff.

More specifically in upper secondary vocational school

- Use appropriate professional vocabulary which is adapted to various situations and which takes into account the pupils' abilities.

Teachers as practitioners and learning experts

P3. Designing and implementing learning and teaching situations which take pupils' diversity into account

- Be able to develop teaching sequences and therefore, to define programmes and progressions ; identify objectives, contents, devices, educational obstacles, support strategies, learning and assessing conditions.
- Adapt one's teaching to the pupils' learning pace and needs. Adapt one's teaching to the pupils with special educational needs.
- Take into account the preconditions and the social representations (gender as well as ethnic, socio-economic and cultural origin) in order to deal with the possible difficulties in the access to knowledge.
- Select didactic approaches corresponding to the development of targeted competences.
- Foster the integration of transversal competences (creativity, responsibility, collaboration) as well as the transfer of learning thanks to appropriate approaches.

More specifically in primary school

- Take advantage of the importance of games in the process of learning.
- Master didactic and educational approaches concerning nursery school pupils, especially in the fields of language acquisition and numeracy.

More specifically in upper secondary school

- Provide pupils with working methods that prepare them to higher education.
- Provide pupils with information on the various streams of higher education.

More specifically in upper secondary vocational school

- Develop teaching and learning situations adapted to the educational field of the targeted job and work on real or constructed professional situations as well as on professional, cultural or artistic projects.

P4. Ensuring that group configuration and organization supports pupils' learning and socialization

- Develop a relationship based on trust and benevolence towards pupils.
- Maintain a climate conducive to learning as well as an efficient and relevant organisation for the activities.
- Clarify the targeted objectives for the pupils and construct with them the meaning of learning activities.
- Encourage the participation and implication of all the pupils and improve active interaction and cooperation between pupils.
- Establish a working environment as well as rules that ensure safety within technical platforms, laboratories, sports facilities and artistic equipment.
- Resort to appropriate strategies in order to prevent unacceptable behaviour and react efficiently when such behaviour occurs.

More specifically in primary school

- In nursery schools, be able to accompany the child and the parents in their discovery of the school, of its rules, of its management, and where appropriate, adapt the first entry at school, by implying other partners, if need be.
- Adapt the forms of communication according to the situations and activities, especially with young children (attitude, interventions, instructions and support strategies).
- Provide pupils with the necessary assistance to help them perform the proposed tasks while enabling them to develop initiative and find solutions through trial and error in their learning process.
- Manage the time and respect the pupils' needs, the requirements of teaching and of other activities, especially in nursery schools and multi-grade classes.
- Manage the space to promote the diversity of experiences and learning processes, in the respect of physical safety and welfare, especially for the youngest pupils.

More specifically in upper secondary vocational school

- Favour interaction and sharing of professional experiences between pupils.
- Contribute to the development of a career path that leads to integration in employment and access to higher levels of qualification.
- Implement an appropriate pedagogy to make it easier for pupils to get to higher education.

P5. Assessing pupils' progress and acquisitions.

- In learning situations, be able to identify the pupils' difficulties so as to ensure the progression of learning.
- Develop and use tools allowing for the assessment of needs, progress and the level of acquisition of knowledge and competences.
- Analyse the pupils' achievement and mistakes, design and implement remediation activities as well as activities that consolidate achievements.
- Make pupils understand assessment principles so as to enable them to develop their self-assessment capacities.
- Provide pupils and parents with the achievements fixed by the objectives and the benchmarks presented in programmes.
- Consider the assessment of pupils' progress and acquisition in a perspective of achievement regarding their orientation project.

c. The framework

Based on the information collected by the SPIRAL research and on the analysis of related frameworks and of the 2007 Common reference framework, the SPIRAL competence framework has been designed around the following structural dimensions:

- Dimension 1: Competence Domains
- Dimension 2: Competences

COMPETENCE DOMAINS

The SPIRAL Competence domains draw on the above discussed 2007 Common reference framework. They were the result of a compromise between former partners of the exchange programme. When the French Ministry of Education and the British Department for Education gathered in 2013 with the idea of relaunching and extending the programme, it was clear that these domains serve as a basis for an updated reference framework.

- Domain A: Professional values
- Domain B: Pedagogy and Practice
- Domain C: Linguistic competence
- Domain D: Intercultural understanding

COMPETENCES AND APPLICATION LEVELS

Each competence is defined by the following aspects:

- numeric code indicating the Competence's position within the framework;
- title of the Competence;
- general description of the Competence representing its main contents. This description is a summary by the SPIRAL consortium of the numerous references from national frameworks.
- national and European references related to the competence

FRAMEWORK

The framework, see Figure 1, is then composed of 4 domains, each of them containing competences in the form of competence cards.

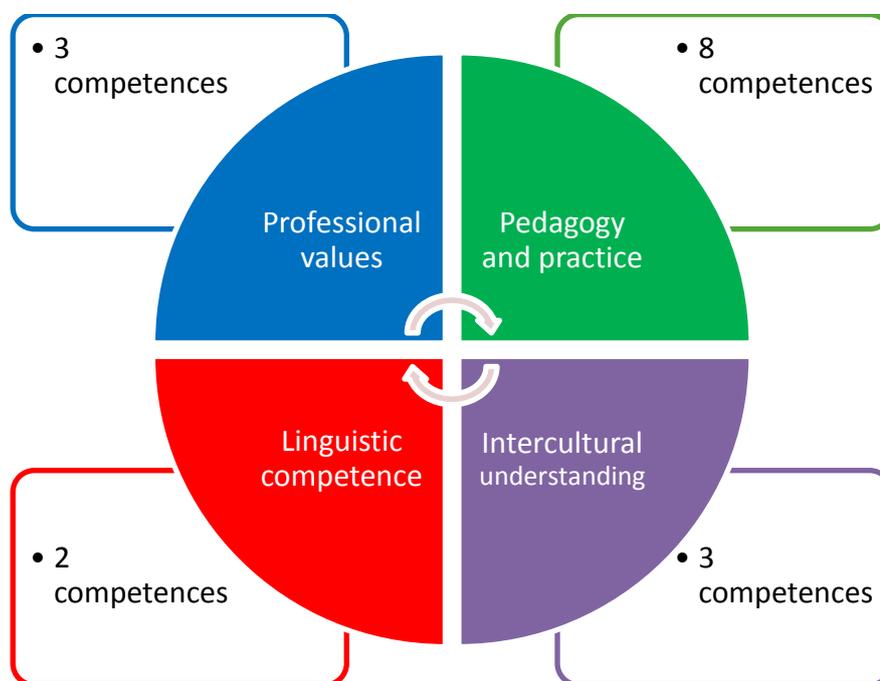


Figure 1: SPIRAL Competence Framework

Below (Figure 2) is an example of what a competence card looks like:

Competence domain	X	...
Competence title	X.0	...
Competence description	...	
National References	...	

Figure 2: Competence card

USE

The competence cards forming the competence framework are intended to be used as a basis for the assessment of a training period abroad. To this end, the SPIRAL consortium believes it is necessary that the competence description is detailed enough and the references to national and European frameworks comprehensive. That way, sending and host institutions and tutors have a clear view of the competence to be developed.

Because the consortium intends to use the competence cards as a self-assessment tool for trainee teachers, they will be given a simplified version of the cards, without references to national frameworks, so that their own interpretation is not limited by the institutional descriptions made nationally. As a consequence the last item of the competence card, "National references", disappears in the version disseminated to students prior to their placement period. However, they will be encouraged to visit the SPIRAL website at a later stage, where they will access the complete cards and will be able to compare different national conceptions of the same competence.

2. The SPIRAL Competence cards

The competence cards⁶ are available in a separate annex.

⁶ ANNEX 1: SPIRAL competence cards

III. Mobility tools

The mobility tools are aimed at teacher-trainees, their trainers and teacher-training institutions, the aim of which is to facilitate mobility initiatives for teacher-trainees by providing them with:

- Educational information: on the host country's educational system, its particularities, organisation of school year, teaching of general subjects,
- Intercultural information and specificities of the host country.
- Practical advice: regarding the preparation of the mobility, daily life in the host country, administrative & financial matters
- Practical advice for the institution: setting up of partnerships, administrative matters, elaboration of quality charters for placements.

Partners have compared tools already in their possession. Every partner had already developed a guide or tools for incoming students. These guides and tools have been studied so as to extract common and relevant information for students placed within the SPIRAL framework. This allowed them to establish a list of the contents the SPIRAL mobility guide should include. The tools being developed for different publics (trainees, trainers, institutions) and intended to be practical, the SPIRAL consortium decided to distinguish two different tools which can be handed out separately:

- Mobility guides for students
They consist in a guide providing information on the educational system of the host country and practical information on daily life. Each partner has developed a guide in their own language for incoming students.
- Tools for institutions and teachers
Given that exchange agreements often stem from the action of voluntary teachers, it seemed natural to regroup the tools dedicated to institutions and teachers: the quality charter and the assessment/monitoring grid.

All these tools will be made available separately, thus facilitating their use.

1. Mobility guides for students

Partners have elaborated mobility guides for incoming students. They are disseminated to SPIRAL students prior to their placement abroad. Together with the preparation activities the students carry out within the SPIRAL online modules, these guides allow them to get familiar with the educational system of the country they are placed in. The guides have been developed in four languages: English⁷, French⁸, German⁹ and Spanish¹⁰. For practical reasons – only a few can speak Dutch and it is possible for those placed in The Netherlands to carry out class activities without speaking the language – the partnership has chosen to write the Dutch mobility guide¹¹ in English. Furthermore it is common practice for Dutch universities to disseminate guides in English to their international students.

The SPIRAL guides all follow the same structure and are very easily replicable in other languages, should another institution want to experiment cross-training programmes. They are a compilation of information that should already be used by universities for their international students.

⁷ ANNEX 2 : Placement Guide in Brighton

⁸ ANNEX 3 : Placement Guide in Caen and Paris

⁹ ANNEX 4 : Placement Guide in Hamburg

¹⁰ ANNEX 5 : Placement Guide in Alcala de Henares

¹¹ ANNEX 6 : Placement Guide in Arnhem and Nijmegen

2. Tools for institutions and teachers

a. Quality charter

In order for students to benefit most from their placement abroad, it is important that sending and receiving institutions agree on different aspects of the mobility. The paragraphs below explain how the SPIRAL partners have addressed the issue of quality for their placements and provide advice on which aspects should be considered when setting up placements abroad.

The 2007 European Quality Charter for Mobility “*offers guidance for mobility undertaken by individual young people or adults, for the purposes of formal and non-formal learning and for their personal and professional development*”. The SPIRAL placements fit into this framework. The European quality charter for mobility defines 10 quality aspects that need to be addressed when preparing an international mobility:

1. Information and guidance:

Potential candidates for mobility will have equal access, at all levels, to reliable sources of information and guidance for mobility and the conditions in which it can be taken up. Among other things, clear information will be provided on each of the points contained in this Charter, about the role and tasks of the sending and hosting organisations and about the various education and training systems.

2. Learning plan:

Before undertaking mobility for education or training purposes, a learning plan, taking account of linguistic preparation, will be drawn up and agreed by the sending and hosting organisations and the participants. A learning plan is particularly important in the case of long-term mobility and may also be useful in the case of short-term mobility. The plan should outline the objectives and expected learning outcomes, as well as how these will be achieved and implemented. Any significant modification of the learning plan will be agreed by all parties. When drawing up the learning plan, the issues of reintegration into the home country and evaluation will be borne in mind.

3. Personalisation:

Mobility undertaken for education or training purposes will fit in as much as possible with the personal learning pathways, skills and motivation of the participants, and will develop or supplement them.

4. General preparation:

Prior preparation of the participants is advisable, and will be tailored to their specific needs. It will include linguistic, pedagogical, administrative, legal, personal and cultural aspects, and information on financial aspects, as necessary.

5. Linguistic aspects:

Language skills are important for effective learning, intercultural communication and a better understanding of the host country's culture. Participants, and their sending and hosting organisations, will pay special attention to appropriate linguistic preparation. Wherever possible, mobility arrangements should include: language assessment before departure and an opportunity to follow courses in the

language of the host country and/or the language of instruction, if different in the host country, linguistic support and advice.

6. Logistical support:

Where necessary, adequate logistical support will be provided to the participants. This could include information and assistance concerning travel arrangements, insurance, residence or work permits, social security, the portability of government grants and loans from the country of origin to the host country, accommodation, and any other practical aspects, including safety issues relevant to their stay, as appropriate.

7. Mentoring:

The hosting organisation (educational establishment, youth organisation, company, etc.) will provide schemes such as mentoring to advise participants and help with their effective integration into the host environment, and will act as a contact point for obtaining ongoing assistance.

8. Recognition:

If a study or placement period abroad is an integral part of a formal study or training programme, this fact will be stated in the learning plan, and participants will be provided with assistance to facilitate recognition and certification, where appropriate. In the learning plan, the sending organisation will undertake to recognise successful periods of mobility. For other types of mobility, and particularly those in the context of non-formal education and training, an appropriate document will be issued so that the participant is able to demonstrate his or her active participation and learning outcomes in a satisfactory and credible way. In this context, the use of the Europass will be encouraged.

9. Reintegration and evaluation:

On return to the home country, particularly after long-term mobility, participants will be given guidance on how to make use of competences and skills acquired during the stay. Where necessary, help with reintegration into the social, educational or professional environment of the home country will be made available to people returning after long-term mobility. The experience gained will be properly evaluated by participants, together with the organisations responsible, to assess whether the aims of the learning plan have been met.

10. Commitments and responsibilities:

The responsibilities arising from these quality criteria will be agreed by the sending and hosting organisations and the participants. They will preferably be confirmed in writing, so that responsibilities are clear to all concerned.

The SPIRAL consortium thus advises institutions willing to include a placement abroad within the curriculum of future school teachers, to agree on and sign a quality charter with the host institution. This charter should cover the 10 quality criteria listed above. In case, both sending and hosting universities hold an Erasmus+ charter, these should already be covered. It then can be interesting for participating institutions to go into more detail if required.

Through the tools presented in this Common reference framework and the online modules, the SPIRAL partners address the ten quality criteria listed above:

1. Information and guidance: this guidance can be found in the above-mentioned SPIRAL mobility guides.
2. Learning plan: the first SPIRAL online module allows the student to co-construct his/her learning plan, together with his/her sending and hosting institutions and teachers. This co-construction is guided by the SPIRAL competence framework.
3. Personalisation: SPIRAL placements fit in the students' learning pathways. The aim is that they eventually replace national placements.
4. General preparation: Students are prepared through the SPIRAL online training modules.
5. Linguistic aspects: Linguistic aspects are to be addressed prior to the placement. SPIRAL placements have faced a couple of issues during the 1st year of the programme. Notably, Dutch students placed in France with an insufficient level of French. Attention has to be paid by sending institutions regarding the level required for a student to be able to participate in a foreign classroom.
6. Logistical support: Logistical support is provided in the SPIRAL mobility guides.
7. Mentoring: Within the SPIRAL framework, students benefit from an attentive mentoring from both their home teachers and teachers from receiving university. Ultimately, their closest mentor is the teacher they work with in their host school.
8. Recognition: SPIRAL partners have developed tools (assessment grid and online training modules) allowing a formal recognition of the time spent abroad. In the end, SPIRAL international placements aim to replace standard placements.
9. Reintegration and evaluation: As explained above, SPIRAL partners have developed tools allowing the evaluation of the training period abroad and the transcription of that evaluation into the home learning pathway.
10. Commitments and responsibilities: As SPIRAL placements are part of an Erasmus+ KA2 project, commitments and responsibilities of partners are already established within the project proposal, grant agreement and consortium agreement. Nevertheless, to make things clearer, all academic partners have agreed to produce a document explaining what they can offer and how they propose to offer it to placed students. The document reproduced below has been written by the University of Brighton prior to the 2016 SPIRAL placement:

UNIVERSITY OF BRIGHTON

Spiral Placement Experience

For teacher-trainees in primary schools in Brighton & Hove, UK

4 Key Questions

During the placement in Brighton, trainees will get the opportunity to investigate and reflect on answers to 4 key questions based on objectives in the Common Competence Framework:

1. **How does this school compare to my experience of French schools?**
2. **What makes this school special?**
3. **What is the learner experience like for children in this school?**
4. **How far have I met my targets?**

Key Question	Probing questions	Questions are focused on these competences	
1. How does this school compare to my experience of French schools?	<ul style="list-style-type: none"> • What is the same? What is different? • How is learning and teaching discussed and delivered? • What are the expectations of teachers and trainees here? • What are the expectations of children here for learning and behaviour? 	<ul style="list-style-type: none"> ➤ Pedagogy & practice ➤ Intercultural understanding 	<ul style="list-style-type: none"> ➤ Linguistic Competence

2. What makes this school special?	<ul style="list-style-type: none"> • How does the school describe itself? • What do children say? • What do adults say? • What does the website tell you? • What does the school prospectus tell you? • What do you think and feel about this school? 	<ul style="list-style-type: none"> ➤ Professional values ➤ Intercultural understanding 	
3. What is the learner experience like for children in this school?	<ul style="list-style-type: none"> • How are lessons planned? • How are parents involved in the learning? • How has this placement affected my beliefs about teaching and learning? • How has it affected my practice? • What key points will I take back to France and apply in my own practice? • What have I learned about the international dimension? How can I apply this to my own practice? • How can I build on this experience to make links for the future? 	<ul style="list-style-type: none"> ➤ Professional values ➤ Pedagogy & practice 	
4. How far have I met my targets?	<ul style="list-style-type: none"> • How far have I met my own and my university's targets for this placement? • What are my strengths? • What do I need to work on? 	<ul style="list-style-type: none"> ➤ Professional values 	

Further suggested opportunities:

- ❖ Participate in leading an assembly to introduce self, language and culture
- ❖ Contribute to staff CPD, eg, give a presentation on assessment in French schools
- ❖ Contribute to school website or blog
- ❖ Offer extra-curricular language and/or cultural experiences
- ❖ Contribute to a language and/or cultural event for parents and governors

They will be offered an Induction programme:

Induction Programme

Introduction to University of Brighton	Introduction to Primary School
<ul style="list-style-type: none"> ▪ Check security certification (eg, required Police security checks) ▪ Arrange introductions to accommodation and host ▪ Provide emergency contact details and support ▪ Provide information about Brighton & Hove including transport details and maps for school placements ▪ Provide overview of UK and local education system ▪ Arrange meeting with student representatives of Brighton University 	<p>Meet with Headteacher for induction to school to include:</p> <ul style="list-style-type: none"> ▪ Safeguarding ▪ Health & safety ▪ Professional conduct ▪ Introductions to staff ▪ Tour of school ▪ Access (eg, staffroom, canteen, etc) <p>Meet with Professional Tutor to</p> <ul style="list-style-type: none"> ▪ Plan targets for placement ▪ Plan timetable for placement

<ul style="list-style-type: none"> to discuss student issues including costs and safety ▪ Provide opportunity to attend a Brighton University teacher-trainee session 	<p>Meet with Mentor</p> <ul style="list-style-type: none"> ▪ Plan how to assist teaching
<p>Professional Tutor** - will co-ordinate and support the programme for the trainee with regular evaluation meetings</p> <p>Mentor* - will support the trainee through daily classroom practice</p>	
<p>Practical Information</p>	
<p>Where will the student be based? He/she will be hosted by the University of Brighton where he/she will have a Lead Tutor who is responsible for him/her during his/her training placement in the UK. The Lead Tutor will meet the student at the University and provide an induction programme which will give him/her an overview on the English education system, the work he/she will be undertaking and practical hints on the stay. Students will meet English student teachers and have the opportunity to ask initial questions.</p>	
<p>School Placements: Students will be located at a primary school (aged 4-11) in Brighton. All of the placement schools work in partnership with the University and have a good established track record in teacher training. Each School will provide students with a mentor who will work with him/her to support him/her through the stay. They will be a senior teacher within the School that the student is based in. They will normally not be the class teacher who the students will be working with so they can have an independent person to help through the class placement experience.</p>	
<p>Where will students stay? Students will stay with a host family. They will be provided with breakfast and an evening cooked meal plus food to make their own pack lunch. The host family will be able to help support them with general questions about life in Brighton. Students do not need to bring sheets or towels.</p>	
<p>Cultural Information: Brighton is a multi-cultural city, 60 miles south of London located by the Sea. It is a place where there is something for everyone to do. There are theatres, museums, galleries, restaurants and cafes. There is a good mixture of independent shops and chain stores. It is primarily a safe place to be but we advise that students take the practical steps that they would take in any large city in relation to personal safety.</p>	
<p>Funding</p>	
<p>Brighton will charge the home University a fee of £260 to pay for accommodation and food detailed above. Students will need to allow for expenses at the weekend where they may want to explore Brighton or the surrounding area more fully either on their own or with their student colleagues.</p>	

b. Formative assessment grid

Together with tasks assigned to students as part of the training modules (Output 3), the SPIRAL Formative assessment grid¹² ensures that trainees are actively engaged with the objectives of the placement and that they are correctly monitored by host teachers. It provides useful support for the home institution to get an overview of the work carried out during the placement. Its use is not mandatory as each university or country might already have assessment processes dedicated to placed student. In this case, they are free to use their own, but it is important that at some point, the sending institution can learn about the performance of its student abroad. SPIRAL partners have compared their needs in terms of assessment and have agreed formative feedback is the most relevant form of assessment for placements such as SPIRAL ones. The grid proposed here is very helpful and easy to use in this context.

¹² ANNEX 7 : SPIRAL Formative assessment grid