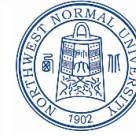




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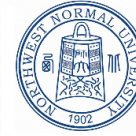
CLASSROOM MANAGEMENT COMPETENCE

	Expert	Proficient	Basic	In development
Relationships with students based on trust .	<p>The teacher considers that trust relationships are the basis of didactic interaction.</p> <p>The teacher strategically plans how to establish trust relationships, carry them out and evaluate them.</p> <p>The teacher systematically works on the individual and group tutorial action in order to create a united group and to solve conflicts.</p> <p>The teacher stimulates an adjusted perception of decision and autonomy edges of all students.</p>	<p>The teacher establishes trusting relationships so as to achieve the best possible achievement for each student.</p> <p>The teacher plans individual and group tutorial action sessions to work on group dynamics and to solve conflicts.</p> <p>The teacher effectively communicates decision and autonomy edges of all students.</p>	<p>The teacher works on the establishment of trusting relationships to try to achieve the best possible achievement for each student.</p> <p>The teacher solves conflicts when these occur.</p>	<p>The teacher knows that it is good to establish a relationship of trust.</p>
Management of group dynamics that fosters involvement and overcoming of conflicts in a constructive way.	<p>The teacher manages group dynamics to achieve the learning outcomes and for each class group, paying attention to the characteristics of their students and the</p>	<p>The teacher manages group dynamics to achieve goals related to social cohesion and learning.</p>	<p>The teacher knows and applies some strategies of group dynamics that promote social cohesion and the accomplishment of the learning outcomes.</p>	<p>The teacher is aware of the importance of group dynamics and knows some strategies.</p>





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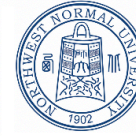


	<p>relationships established in class.</p> <p>The teacher achieves a confidence, safe and constructive climate and involving and engaging all students.</p> <p>The teacher promotes a cooperative culture that allows each student and the whole group to feel solidary and co-responsible of the tasks to be developed and of the objectives to be achieved.</p>	<p>The teacher encourages every student's responsibility to accomplish common goals.</p>		
<p>Adjustment of the teaching practice to the classroom context according to the learning situations to create opportunities for accidental learning and intrinsic motivation.</p>	<p>The teacher adjusts the teaching practice to the classroom context according to the learning situations to create opportunities for accidental learning and intrinsic motivation.</p> <p>The teacher makes sure that curricular knowledge is aligned with the students' perspective.</p>	<p>The teacher adjusts the teaching practice to the classroom context.</p> <p>The teacher takes advantage of situations that emerge in the classroom to create learning opportunities.</p>	<p>The teacher knows how to take advantage of the lesson as an opportunity to increase students' motivation and applies it.</p>	<p>The teacher knows that the teaching practice is adapted to the context and situations.</p>





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<p>Organisation of the space, time and students' grouping to promote students' learning, interaction and communication.</p>	<p>The teacher, systematically and in a collective way with the rest of teachers, makes decisions on space, time and student grouping organization in order to improve learning processes.</p> <p>The teacher is able to tell families, his/her colleagues and authority figures about his/her decisions regarding the working modalities the teacher has chosen or will choose to apply.</p>	<p>The teacher makes decisions individually on space, time and student grouping organization in order to improve learning processes.</p>	<p>The teacher applies some strategies of space, time or student grouping organization in order to improve learning processes.</p>	<p>The teacher knows that classroom management is important to achieve high performance.</p>
<p>Assessment of the possibilities of organizational and didactic systems different from the traditional classroom</p>	<p>The teacher, together with his/her colleagues, systematically and scientifically assesses the possibilities of organizational and didactic systems that are different from the traditional classroom before applying them.</p>	<p>The teacher searches some information about different didactic and organizational systems before making a change in classroom management.</p>	<p>The teacher tries new classroom management proposals, sometimes intuitively.</p>	<p>The teacher's mind is open to different systems.</p>

