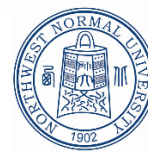




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## COMMUNITY ACTION COMPETENCE

Descriptor	Expert	Proficient	Basic	In development
<b>Families involvement</b> in the tutorial action and in formative and/or decision-making spaces, for the progress and wellbeing of their children	<p>The teacher designs and applies strategies to encourage the participation of families and the establishment of collaborative relationships with them in the tutorial action for the progress and well-being of their children.</p> <p>The teacher proposes collaboration relationships with families, as s/he does with colleagues and other organisations.</p>	<p>The teacher establishes collaborative relationships with families in the tutorial action for progress and the welfare of their children.</p>	<p>The teacher establishes relationships with the families in the tutorial action.</p>	<p>The teacher thinks the participation of families in the tutorial action is important.</p>
Development of professional collaborative relationships with colleagues (sharing knowledge and teaching experiences), showing the ability to <b>work with a team</b> and turning to specialised support when necessary	<p>The teacher promotes the development of collaborative professional relationships with colleagues to share knowledge and teaching experiences.</p> <p>The teacher makes decisions to improve teamwork and collaborates with those who can provide specialized support when necessary.</p>	<p>The teacher collaborates with colleagues to share knowledge and teaching experiences.</p> <p>The teacher participates in teamwork and uses specialized support when necessary.</p>	<p>The teacher starts exchanging knowledge and teaching experiences with his/her colleagues.</p> <p>The teacher works in a team when it is required and identifies which specialized support can be used when necessary.</p>	<p>The teacher is predisposed to work as a team with other colleagues.</p>





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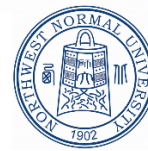


<p>Active <b>participation</b> in the school <b>project</b></p>	<p>The teacher actively collaborates in the development of the school project along with the rest of the educational community.</p> <p>The teacher proposes improvements in the school project that are based on the needs of both the students and the school.</p>	<p>The teacher shows active participation in the school project through the teaching practice itself.</p> <p>The teacher proposes improvements on the school project.</p>	<p>The teacher acts in coherence with the school project.</p> <p>The teacher identifies some aspects that should be improved in the school project.</p>	<p>The teacher identifies characteristics of the school project.</p>
<p>Collaboration with colleagues in order to identify and provide an answer to the diverse <b>needs of students</b>, understanding the school as a space of inclusive education</p>	<p>The teacher collaborates with colleagues to identify the diverse needs of the students, and to design, apply and evaluate strategies and organizational systems at the classroom level and at other levels to respond to them.</p> <p>The teacher understands the school as an inclusive education space.</p> <p>The teacher fosters the participation of families and more disadvantaged groups who have traditionally participated less, making them visible and acknowledging the cultural diversity of the community.</p>	<p>The teacher collaborates with colleagues to identify the diverse needs of students to design and implement strategies and organizational systems to respond to them.</p> <p>The teacher understands the school as an inclusive education space.</p>	<p>The teacher collaborates with colleagues to identify the diverse needs of the students, and to respond to them, understanding the school as an inclusive education space.</p>	<p>The teacher considers collaboration with colleagues important to identify and respond to the diverse needs of students.</p>





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<p>Collaboration with other organisations from the <b>community</b> and with the school <b>environment</b>, favouring the relationship between the school and its context.</p>	<p>The teacher collaborates with other organizations in the community and with the school environment.</p> <p>The teacher makes decisions to improve the relationship between the school and its context.</p>	<p>The teacher collaborates with other organizations in the community and with the school environment.</p>	<p>The teacher carries out actions aimed at establishing relationships between the school and other organizations in the community and with the school environment.</p>	<p>The teacher values the importance of the school's relationship with its context.</p>
<p>Active participation in <b>school life</b></p>	<p>The teacher participates actively in the activities, in the planning and in the organization of school life, along with the rest of the educational community.</p>	<p>The teacher actively participates in the activities of the school life, coordinating with the rest of the educational community.</p>	<p>The teacher actively participates in the activities of the school life.</p>	<p>The teacher identifies the main components that characterize the school life.</p>