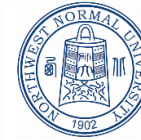




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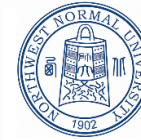


INCLUSION COMPETENCE

	Expert	Proficient	Basic	In Development
<p>Value diversity as a natural fact which has to be positively integrated, developing strategies that prevent exclusion and discrimination from happening, and provide equal opportunities to all students.</p>	<p>The teacher acknowledges diversity and develops adjusted and specific material and a whole classroom management system to foster competences and learning of all the students, from their own capacities and intelligences.</p> <p>The teacher assesses the results of the support and makes decisions (improvement, changes...).</p>	<p>The teacher acknowledges diversity and makes some general adjustments for all students.</p> <p>The teacher provides learning opportunities to students.</p> <p>The teacher reflects on how s/he puts to practice his/her conceptualization of inclusion.</p>	<p>The teacher acknowledges student diversity and treats all students equally.</p> <p>The teacher reflects on his/her conceptualization of inclusion and on its implications on the teaching practice.</p>	<p>The teacher knows and acknowledges diversity as a natural fact which is present in our society and, consequently, in the classroom.</p>
<p>Establishment and development of goals, teaching and assessment strategies that take into consideration and give an answer to the needs of students with different origins, abilities, interests, families and communities.</p>	<p>The teacher continuously applies the adequate strategies, methods and support according to the students' needs.</p> <p>The teacher adjusts quickly his/her performance according to the students' needs.</p>	<p>The teacher uses adjusted and integrated strategies and methods to provide support.</p> <p>The teacher focuses on the effect of these strategies and methods on the students' learning.</p>	<p>The teacher uses general strategies and methods to adapt his/her teaching to the students' needs.</p> <p>The teacher establishes common goals for all students regardless of their individual differences.</p>	<p>The teacher knows that different strategies and methods can be used to provide support according to the needs and individual characteristics of students.</p>



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<p>Regulation of the teaching action aiming to overcome those obstacles that hinder learning and to foster autonomous learning.</p>	<p>The teacher systematically self-assesses and reflects on the own inclusive practice and effectively self-regulates his/her practice through the expert use of methods and strategies in order to foster the autonomous learning of each student.</p>	<p>The teacher self-assesses and reflects on the own teaching practice. The self-regulation habit of his/her practice allows him/her to articulate strategies and methods to promote participation and autonomous learning of each student.</p>	<p>The teacher identifies and assesses his/her attitudes and actions and is able to change them through individual and group reflection.</p>	<p>The teacher knows some methods and strategies to self-assess his/her practice regarding inclusion, which implies s/he is able to use them partially or separately in order to promote participation and learning amongst students.</p>
<p>Identification of and giving support to students with learning, behavioural, emotional or socio-economic difficulties requesting advice to services and specialists to support the diversity of educational needs.</p>	<p>The teacher acknowledges diversity in the classroom and is able to give a sufficient answer to it, based on his/her own experience and the acknowledgement of external services and resources.</p> <p>The teacher can pay attention to students with special needs, using acquired knowledge and self-reflection on his/her own practice.</p>	<p>The teacher assesses and distinguishes which students need special attention. The teacher is able to adjust his/her actions to the needs of these students.</p> <p>The teacher can guide these pupils with special needs to their school counseling center or to the specialized services.</p>	<p>The teacher can pay attention to students with special needs but, even though s/he knows the existing services, s/he does not use them systematically.</p> <p>The teacher is able to work collaboratively with support teachers and other specialists.</p>	<p>The teacher knows the different services and resources inside and outside the school to ask them for support when his/her actions are not sufficient.</p>

