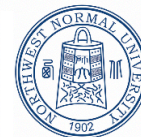




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## PLANNING COMPETENCE

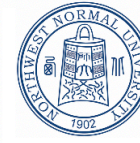
	Expert	Proficient	Basic	In development
Recognition of the <b>learners' needs</b> in order to design, develop, deliver and assess curricular projects, educational settings and teaching strategies that favour the learning process.	<p>The teacher takes the needs of each and every one of the students and the class group as a whole as a source for curricular design and as a starting point to plan the best strategies in each case.</p> <p>The teacher assesses the results of the implementation of curricular designs and the learning strategies to give an answer to the students' needs.</p>	<p>The teacher considers the needs of each student to adjust the curricular design in a systematic way.</p> <p>The teacher develops the curricular proposals and learning strategies assessing their impact on the student's learning in a general way.</p>	<p>The teacher considers some of the students' needs to adjust some activities of the curricular design in a systematic way.</p> <p>The teacher uses general learning strategies for all students.</p>	<p>The teacher knows that learning needs could be considered for the planning of a curricula.</p>
<b>Creative</b> solution of problems.	<p>The teacher looks for and applies creative and innovative solutions along with the other teachers of the school with the aim to achieve a continuous improvement of the students' learning.</p>	<p>The teacher applies creative and innovative solutions in the curricular planning, adjusting them to both the characteristics of the group and the contextual factors.</p>	<p>The teacher knows some creative and innovative solutions and is able to apply them in the in curricular planning.</p>	<p>The teacher knows that creative and innovative solutions have a positive impact in curricular planning.</p>
Use of resources and <b>didactic materials</b> that help profound learning.	<p>The teacher, systematically and in a collective way, checks and uses the most appropriate teaching materials to achieve a</p>	<p>The teacher uses resources and materials whose effectiveness has been demonstrated and assesses how these are working in</p>	<p>The teacher tries to use new resources and materials that allow profound learning.</p>	<p>The teacher is aware of the importance of didactic materials and resources in students' motivation and academic performance.</p>

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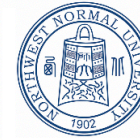


	<p>profound and meaningful learning of his/her students.</p> <p>The teacher assesses the adequation of these resources to achieve learning.</p>	<p>terms of learning improvement.</p>		
<p>Promotion of <b>innovation</b> in the own teaching practice.</p>	<p>The teacher promotes innovation in the own teaching practice and shares these practices with his/her colleagues.</p>	<p>The teacher promotes innovation in the own teaching practice.</p>	<p>The teacher considers the need of innovation regarding teaching practices.</p>	<p>The teacher knows that educational innovation is necessary to adjust to new needs and social challenges.</p>
<p>Promotion of the <b>student's active participation</b>.</p>	<p>The teacher promotes the student's active participation every academic year and in every situation.</p>	<p>The teacher sometimes promotes the student's active participation in curricular planning.</p>	<p>The teacher applies some student participation proposals.</p>	<p>The teacher knows that students' participation in learning experiences has positive effects.</p>
<p>Consideration of the students' <b>previous knowledge</b> and abilities as a reference to plan the teaching practice, as well as use of strategies that favour profound and meaningful learning.</p>	<p>The teacher takes the previous knowledge of each student and the class group as a whole as a source of curricular design and as a starting point to plan the best strategies in each case, in order to achieve a profound and meaningful learning.</p>	<p>The teacher does a diagnostic evaluation to explore the students' previous knowledge.</p> <p>The teacher considers the previous knowledge of each student to adjust the curricular design in a systematic way.</p>	<p>The teacher is interested in the students' previous knowledge, but s/he does not adjust his/her own planned teaching practice to the identified knowledge.</p>	<p>The teacher knows that learning previous knowledge could be considered in the planning of a curricula.</p>





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<p><b>Integrated</b> use of knowledge from the own specialty and <b>cross-curricular</b> knowledge adequate to the teaching level and stage.</p>	<p>The teacher is able to propose and assess complex tasks that require the integrated use of contents and competences from specific areas and cross-curricular ones, taking into account the students' level and stage.</p>	<p>The teacher is able to propose activities to integrate contents from different areas according to the students' interests and needs.</p>	<p>The teacher is able to create some activities to integrate content from different areas.</p>	<p>The teacher knows that students should learn contents from different subjects in an integrated way.</p>
<p>Use of <b>curricular knowledge</b> so as to provide the student with experiences that help him/her understand specific concepts of a subject, investigate, collaborate and communicate.</p>	<p>The teacher is able to create a wide variety of environments and experiences to promote students' learning through the integration of understanding, investigation, collaboration and communication.</p>	<p>The teacher is able to help students learn through experiences that require understanding contents and using some cross-curricular competences or skills.</p>	<p>The teacher can create some experiences that help students understand specific concepts.</p>	<p>The teacher is aware of the fact that students have to learn contents.</p>

