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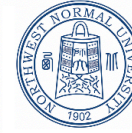
## SELF-REFLECTION COMPETENCE

	<b>Expert</b>	<b>Proficient</b>	<b>Basic</b>	<b>In development</b>
Research, self-assessment and co-evaluation with colleagues on improving the own <b>professionalism</b> and implication on the teaching improvement.	<p>The teacher develops and follows a long-term professional development plan.</p> <p>The teacher self-assesses his/her teaching practice through evidences obtained in the classroom, comments and observations from colleagues.</p>	<p>The teacher implements new and different instructional strategies based on current research for teaching improvement.</p> <p>The teacher self-assesses his/her teaching practice through evidences obtained in the classroom.</p>	<p>The teacher engages in professional development activities.</p> <p>The teacher reflects in a general way on the impact of his/her teaching practices on students' learning.</p>	<p>The teacher implements performance feedback from supervisor and/or colleagues to improve practice.</p> <p>The teacher is aware of the impact of the teaching practice on students.</p>
Establishment of systems to <b>share</b> the best teaching <b>practices</b> with the colleagues.	<p>The teacher carries out active initiatives to share practices in formal and non-formal ways with his/her colleagues, with the aim to improve students learning and the whole school.</p>	<p>The teacher regularly shares teaching practices with colleagues with the aim to improve students learning.</p>	<p>The teacher shares some teaching practices with colleagues of the same level in ordinary school structures.</p>	<p>The teacher is aware of the importance of sharing teaching practices.</p>
To become a <b>reflective practitioner</b> to acquire knowledge from the own practice.	<p>The teacher becomes a real reflective practitioner, reflecting on practice to generate knowledge that is useful for his/her teaching and for the academic community.</p>	<p>The teacher starts to do research in action, with a classroom diary or collecting notes and data in order to improve teaching.</p>	<p>The teacher understands the importance of not only being a technician that applies curricular and organizational prescriptions that s/he is indicated.</p> <p>The teacher is able to reflect on the practice so as to make improvement decisions.</p>	<p>The teacher understands the importance of having a systematic reflexive attitude.</p>





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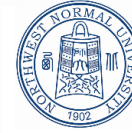


<p>Ability to identify the own training needs and to analyse, value and use information and received training and to <b>plan the teaching career</b>.</p>	<p>The teacher makes a competence balance between his/her current profile and the desirable teacher profile and to systematically establish his/her training needs.</p> <p>The teacher achieves training aligned with those needs, monitoring his/her own progress.</p> <p>The teacher considers training not only individually but also collectively, taking into account the school project and the institutional needs.</p>	<p>The teacher establishes his/her training needs and participates in training modalities which allow the achievement her/his new challenges.</p> <p>The teacher starts to see training not only in an individual way, but also in a collective way, taking into account the school project and the institutional needs.</p>	<p>The teacher participates in the training actions that are offered or in those that s/he thinks s/he need but without a predetermined plan.</p> <p>The teacher understands training as an individual practice, which is not related to the school nor to its needs.</p>	<p>The teacher knows that life-long training is important for a professional career.</p>
<p>Ability to <b>self-regulate</b> the own <b>learning</b>, understanding the complexity of education, in general, and of the teaching - learning processes, in particular</p>	<p>The teacher mobilizes all the cognitive, metacognitive and emotional components that allow self-regulation of his/her learning about education, articulating all of them in an integrated way to achieve an improvement in his/her performance in a continuous way.</p>	<p>The teacher mobilizes some of the cognitive, metacognitive and emotional components that allow self-regulation of his/her learning about education, articulating them to achieve an improvement in his/her performance.</p>	<p>The teacher knows the components (cognitive, metacognitive and emotional) of self-regulated learning and tries to consider it in his/her continuous improvement.</p>	<p>The teacher knows self-regulated learning is necessary for continuous improvement.</p>





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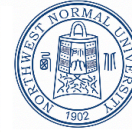


Participation in <b>innovative</b> and <b>research</b> projects related to teaching and learning	The teacher promotes and participates in conjoined innovative research projects for improving learning.	The teacher autonomously makes some research actions with the aim of improving teaching.	The teacher implements some innovative elements in her/his teaching practices from suggestions that have been proposed by others.	The teacher knows the innovation is necessary for continuous improvement
Continuous deepening to achieve a better command of <b>pedagogical and disciplinary knowledge</b>	The teacher is constantly updated in his field of disciplinary and pedagogical knowledge. The teacher does this by attending conferences, reading publications, participating in training activities, etc. integrating all this in the school in a way that is committed to the community and evaluating that it results in an improvement in learning.	The teacher is continuously updated in his/her field of disciplinary knowledge, not only attending conferences, reading publications, participating in training activities, etc. but also participating in training within school in a way that is committed to the community.	The teacher is periodically updated in his/her field of disciplinary knowledge and in the pedagogical knowledge, attending conferences, reading publications, participating in training activities, etc.	The teacher knows that continuous updating is important to achieve a better command of pedagogical and disciplinary knowledge.
Reflection on the own <b>assessment practice</b> , based on a good understanding of the role of assessment	The teacher systematically thinks about how evaluation could become a learning activity, reflecting on how to change from evaluation <i>of</i> learning to evaluation <i>for</i> learning or <i>as</i> a learning activity. The teacher reflects on how to use evaluation to improve his/her current and future	The teacher tries to achieve a good understanding of the role of assessment, reflecting on how to change from evaluation <i>of</i> learning to evaluation <i>for</i> learning or <i>as</i> a learning activity.	The teacher is aware of how evaluation conditions the type of learning and tries to find ways to improve it.	The teacher intuits that evaluation has a great importance to guide learning.





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	performance and to prepare students for self-regulated learning processes.			
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