

## COMPETENCE MATRIX QUESTIONNAIRE FOR TEACHERS

### Tool for teacher self-reflection

This matrix describes the competences needed to achieve the best quality of teaching in the field of Civic and Citizenship Education (CCE) and of Education for Sustainable Development (ESD), promoting students' empowerment, participation and sustainable development.

Mark with a cross where appropriate.

<b>1. Professional/technical/specific knowledge (Knowing) - Personal attitudes (Knowing how to be)</b>	<b>Not at all</b>	<b>A little</b>	<b>Quite a lot</b>	<b>A lot</b>
Knowing what is civic and citizenship education in a broad sense (including social issues).				
Knowing what is civic and citizenship education in a narrow/specific sense (civic-political questions).				
Knowing the enacted curriculum and educational contents of CCE in your country.				
Knowing of the enacted curriculum and educational contents of ESD in your country.				
Understanding the challenges and issues of teaching CCE in the current times.				
Understanding the challenges and issues of teaching ESD in the current times.				
Understanding the interdisciplinary character of CCE and ESD.				
Awareness of one's value system relating to education (examples: inclusion, ethnic, gender, handicap, disparity, religious, linguistic, socio-economic differences, etc.).				
Being motivated for teaching CCE and ESD: awareness of the importance of education for citizenship, and desire to promote students' civic and at school participation, active citizenship, multiperspective, solidarity, making a decision, sustainable consumption.				
Being committed to promoting and enhancing empowerment, participation and sustainable development.				
Self-evaluating one's own teaching (acknowledgement of one's mistakes; introducing improvement after critical reflection on teaching practice, strategies and processes adopted).				

2. Didactic/methodological competences (Knowing how to do)	Almost never or never	Occasionally	Often	Always
Applying a variety of teaching and learning support methods.				
Selecting the teaching methods according to the different abilities, strengths and weaknesses of the learners.				
Selecting the teaching methods taking into account cognitive aspects, attitudes, affective-behavioural dispositions of the learners.				
Selecting teaching resources both analogue and digital, textbooks, curricular materials and ICT tools according to shared criteria.				
Using different aspects of communication (verbal, non-verbal and multi-media as well) in the classroom.				
Using a wide variety of educational strategies, including innovative ones (examples: brainstorming, case studies, debate, guided enquiry, flipped classroom, collaborative and/or cooperative work, peer tutoring, interviews, school diary/journal/broadcasting, problem-based learning, role-playing, service-learning, field excursions, ...).				
Producing and adapting teaching materials.				
Encouraging motivation to learn: connecting/relating the content of the lessons with the students' immediate environment and aspects of their experiential dimensions; establishing relationships with the social-civic-political reality arousing commitment to issues of democratic participation and active citizenship.				
Teaching practice learner-centred and inclusive (examples: organising active learning opportunities for students; awaking curiosity for the contents; encouraging to explore, experiment and implement concretely, promoting the use of autonomous research strategies; requiring to exercise critical and creative thinking and conveying strategies that foster this; involving students as much as possible in lesson planning and accepting proposals and stimuli provided by them; leaving space and time for the students to work independently on the content/topics presented and mediated; asking students to decide their own path to solve tasks assigned; creating opportunities for knowledge transfer-application in new situations).				

	Almost never or never	Occasionally	Often	Always
Assessment and support: using different kinds of assessments (summative assessment, formative assessment, self-assessment, co-assessment...); involving learners in the definition of the criteria of assessment; using and providing assessment grids and scoring guides for specific content areas; letting learners assess their own performance; promoting learners' reflection on their own learning strategies; encouraging learning from mistakes using the ECCOPS competence cards; providing feedback and support to the learners.				
Teaching practice focused on inclusion and diversity (examples: involving, supporting and encouraging learners with difficulties with individualised/personalised learning approaches; differentiating classroom activities and applying different forms of individual work, adapting the degree of difficulty to the learners' level of understanding and their special needs, including those related to the multilingual and multicultural context).				

<b>3. Classroom climate - Group management (Knowing how to be/live together)</b>	Almost never or never	Occasionally	Often	Always
Managing the class group (examples: building meaningful relationships, fostering dynamics of class cohesion; promoting respect and freedom of expression; encouraging students to formulate rules of coexistence; promoting social and personal skills; creating opportunities to apply skills in the classroom, conflict management).				
Encourage students' desire for teamwork and cooperative learning (examples: sharing ideas, making decisions collaboratively with others, receiving and discussing everyone's contributions, encouraging students' feedback on work and mutual feedback between peers, organising opportunities for cooperation with the local community).				
Practicing interdisciplinarity in the development of CCE and ESD topics in collaboration with colleagues.				