

ANNEX

ANNEX TO THE 5 OCTOBER 2007 FLEMISH GOVERNMENT DECREE ON THE BASIC COMPETENCIES OF TEACHERS

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Basic competencies of a nursery school teacher

Job component 1

THE TEACHER AS GUIDE IN LEARNING AND DEVELOPMENT PROCESSES

- 1.1 The teacher can find out the starting situation of the preschoolers and the group.
- THE TEACHER CAN:**
- 1.1.1 in consultation with team members or external parties, find out characteristics of both the individual child and the group;
- 1.1.2 take account of the preschooler's personality development as a whole when determining the starting situation.
- Supporting knowledge includes characteristics of the child and of the group, and methods for discovering them.*
- 1.2 The teacher can choose and formulate objectives.
- THE TEACHER CAN:**
- 1.2.1 take the potentialities of preschoolers as point of reference when choosing and formulating objectives;
- 1.2.2 formulate differentiated objectives;
- 1.2.3 use developmental objectives, development and learning lines, a selected curriculum and the school development plan, among other things, when choosing and formulating objectives;
- 1.2.4 for preschoolers with special needs, and within the framework of the individual education planning, choose objectives that link up with the established starting situation, in consultation with colleagues;
- 1.2.5 formulate objectives in a concrete and operational manner.
- Supporting knowledge includes the attainment targets and developmental objectives, the main lines of the curriculum concerned, the 'school development plan' concept and the individual education planning process, as well as the technique of formulating objectives.*
- 1.3 The teacher can select curriculum contents and learning experiences.
- THE TEACHER CAN:**
- 1.3.1 taking into account the provision at home, the starting situation and criteria of social relevance, choose from a broad development provision, so as to give each preschooler maximum development opportunities;
- 1.3.2 respond spontaneously to preschoolers' behaviour;
- 1.3.3 translate a situation which occurs into a learning experience;
- 1.3.4 use learning and development opportunities through interaction with the preschooler.
- Supporting knowledge includes information sources and materials suitable for the development provision.*

1.4 The teacher can structure learning and development opportunities and translate them into a coherent educational provision.

THE TEACHER CAN:

1.4.1 shape and monitor the horizontal and vertical coherence;

1.4.2 create a provision that links up with the preschoolers' social environment and motivation, using the diversity, including the social, cultural and linguistic diversity within the group.

Supporting knowledge includes the content-related structure of and the coherence within and between various areas of development, and practice examples of dealing with multilingualism.

1.5 The teacher can determine adjusted instructional formats and grouping arrangements.

THE TEACHER CAN:

1.5.1 select adjusted instructional formats and tailor them to the objectives;

1.5.2 select appropriate grouping arrangements;

1.5.3 make functional use of multimedia;

1.5.4 differentiate his or her approach if necessary.

Supporting knowledge includes diverse instructional formats and grouping arrangements and combinations thereof, taking account of a differentiated approach and a critical use of multimedia facilities.

1.6 The teacher can select and adjust development materials, individually and in a team.

THE TEACHER CAN:

1.6.1 find, consult and critically assess information about development materials, taking account of the specific needs of the target group;

1.6.2 properly use and adjust development materials.

Supporting knowledge includes relevant sources for finding development materials, as well as criteria for evaluating them.

1.7 The teacher can create a development-promoting environment, taking account of the group's heterogeneity.

THE TEACHER CAN:

1.7.1 create motivating environments for preschoolers that take account of their interests and capacities and provide them with opportunities for dialogue and interaction;

1.7.2 give preschoolers the highest possible chance of involvement and success by using real and lifelike situations that are meaningful to preschoolers;

1.7.3 properly respond to what goes on in the learning environment and can work with the preschoolers' input;

1.7.4 on the one hand, stimulate the preschoolers and, on the other, give the children the autonomy to take initiative and to approach matters in their own way;

1.7.5 encourage the active discovery and processing of learning experiences and teach preschoolers to think about their learning process.

Supporting knowledge includes implications of diversity and characteristics of a development-promoting and motivating environment, as well as the role of an adjusted language use in this.

1.8 The teacher can prepare observations.

THE TEACHER CAN:

- 1.8.1 with the support of colleagues and experts, determine which aspects he or she will pay attention to when observing preschoolers and which assessment criteria he or she will use when assessing whether preschoolers are developing in a 'healthy' way or whether, on the contrary, their development is stagnating or they are having problems;
- 1.8.2 in consultation with colleagues and experts, select instruments to support the observations;
- 1.8.3 determine the function of a specific observation moment (screening, remediation, referral).

Supporting knowledge includes observation techniques and instruments, child monitoring systems, the signalling function of behaviours and views on observation for purposes of adjustment and differentiation.

1.9 The teacher can observe for purposes of adjustment, remediation and differentiation.

THE TEACHER CAN:

- 1.9.1 permanently and systematically collect and use observation data to adjust his or her own actions or to respond to preschoolers' developmental needs;
- 1.9.2 with the help of colleagues, use a child monitoring system with an eye to systematically collecting data;
- 1.9.3 in consultation with colleagues and experts, identify the signalling function of behaviours and formulate possible interpretations;
- 1.9.4 on the basis of observation data, and in consultation with colleagues and experts, discuss interventions and formulate advisory opinions with regard to the preschoolers' progress in their school careers;
- 1.9.5 use assessment data to evaluate and adjust his or her own teaching strategy.

Supporting knowledge includes observation techniques and instruments, child monitoring systems, the signalling function of behaviours and views on observation for purposes of adjustment and differentiation, and knowledge of methods to reflect on his or her own teaching behaviour. The knowledge also includes the structure and functioning of primary education and special education, for purposes of (re-)orientation and possible collaboration.

1.10 The teacher can, in consultation with the team, participate in special needs initiatives and have these link up with the school's overall approach.

THE TEACHER CAN:

- 1.10.1 situate the school in the neighbourhood and recognise the implications thereof;
- 1.10.2 participate in the care and equal educational opportunities policy of the school.

Supporting knowledge includes characteristics of the metropolitan context and important policy measures for equal opportunities and care.

1.11 The teacher can properly guide the learning and development process in Standard Dutch, taking account of and responding in a targeted manner to the diverse personal and social language backgrounds of the preschoolers.

THE TEACHER CAN:

- 1.11.1 have targeted conversations with the preschoolers, making a functional language provision, stimulating functional language production and giving feedback on this;
- 1.11.2 evaluate texts and make them orally accessible by working on them in terms of language and through an adjusted teaching method;

- 1.11.3 orally phrase and rephrase questions, assignments and feedback in a clear manner, if necessary using visual or other aids;
- 1.11.4 clearly phrase questions and assignments through images;
- 1.11.5 give a brief and clear explanation, integrating visual or other aids, and flexibly adjust everything, if necessary;
- 1.11.6 tell and read stories in an expressive manner and adjust this flexibly;
- 1.11.7 react constructively to the preschooler's language use.

Supporting knowledge includes communication strategies for language use in functional situations and methodologies for language support and language orientation in non-language subjects.

- 1.12 The teacher can handle the diversity of the group.

THE TEACHER CAN:

- 1.12.1 within the framework of the care policy and the individual education planning adjust the educational learning process to the specific needs and potentialities of preschoolers by responding to the differences between preschoolers, by providing adjusted and individual learning assistance, by offering aids to achieve an objective and by replacing learning objectives that constitute an important obstacle with feasible or specific objectives;
- 1.12.2 take account of the socio-cultural and language background of preschoolers, including the metropolitan context.

Supporting knowledge includes the activities of the pupil guidance centre (CLB), and methods and instructional formats for preschoolers with learning and development problems; it also includes characteristics of the metropolitan context and of various social cultures.

- 1.13 The teacher can contribute to making preschoolers sensitive and open to languages by raising their language awareness.

Supporting knowledge includes objectives, methodologies and good practice examples of language awareness.

Job component 2

THE TEACHER AS EDUCATOR

- 2.1 The teacher can, in consultation, create a positive social climate for preschoolers in the group and at school.

THE TEACHER CAN:

- 2.1.1 as a team member, work on building positive interaction with the group, while also stimulating the relationship between preschoolers themselves;
- 2.1.2 ensure that the preschoolers' input and choices are respected and appreciated;
- 2.1.3 respond to preschoolers' feelings with respect for their individuality and diversity;
- 2.1.4 reflect on his or her own relationship with them, with an eye to establishing a growth-enhancing relationship with each preschooler.

Supporting knowledge includes group dynamic and interaction processes, and knowledge of social development in young children.

2.2 The teacher can promote the emancipation of preschoolers.

THE TEACHER CAN:

2.2.1 recognise the individuality of each preschooler within the framework of his or her socio-cultural context, bring it up for discussion and deal with it for purposes of each preschooler's self-development and integration;

2.2.2 give the preschoolers opportunities to stand up for themselves, become independent, take initiative, assume responsibility, and participate.

Supporting knowledge includes the social and cultural realities of children, as well as the origin of images and prejudices and the way in which one can deal with them.

2.3 The teacher can prepare preschoolers for individual development and social participation through attitude formation.

THE TEACHER CAN:

2.3.1 demonstrate to preschoolers and teach them to apply a number of conventions with regard to social interaction;

2.3.2 through his or her exemplary behaviour and by bringing positive value orientations up for discussion, make young children sensitive to values, taking account of the educational project;

2.3.3 stimulate the orientation towards participation.

Supporting knowledge includes the educational project, the school development plan, the applicable attainment targets and developmental objectives, the manifestations of the hidden curriculum, and characteristics of the moral development in young children.

2.4 The teacher can use current social developments in a teaching context.

THE TEACHER CAN:

2.4.1 link the development provision to social events and trends;

2.4.2 teach preschoolers how to handle information from and influence by the media in a critical and useful manner.

Supporting knowledge includes social developments and events, and the way in which these are presented by the media.

2.5 The teacher can properly deal with preschoolers in socio-emotional problem situations and with preschoolers experiencing behavioural difficulties.

THE TEACHER CAN:

2.5.1 with the support of colleagues or external parties, recognise problem behaviour and make the preschoolers' request for assistance explicit;

2.5.2 under guidance and in a team, provide systematic assistance in case of problems, if necessary in collaboration with experts.

Supporting knowledge includes various forms of socio-emotional problem situations, signalling behaviour in young children, the origins of problem behaviour, and possible interventions and supporting services, including the pupil guidance centre (CLB).

2.6 The teacher can promote the physical and mental health of preschoolers.

THE TEACHER CAN:

- 2.6.1 ensure the general physical health of the preschooler and carry out basic emergency nursing tasks;
- 2.6.2 properly deal with preschoolers with health problems or physical impairments;
- 2.6.3 ensure the preschoolers' general well-being.

Supporting knowledge includes characteristics of physical well-being of young children, of basic first aid principles, and of basic interventions in case of frequent health problems.

- 2.7 The teacher can communicate with preschoolers from various language backgrounds in diverse linguistic situations.

Supporting knowledge includes possibilities that may facilitate communication with non-Dutch speaking children.

Job component 3

THE TEACHER AS SUBJECT MATTER EXPERT

- 3.1 The teacher masters the basic knowledge of the curriculum contents, including at least the developmental objectives, and can follow recent developments on contents and skills from the areas of learning Physical Education, Expressive Education, Dutch, Environmental Studies and Initiation to Mathematics in nursery education.

THE TEACHER CAN:

- 3.1.1 promote his or her own expertise in terms of content.

Supporting knowledge includes the content-related structure and coherence between the various areas of learning and the possibilities of continuing education.

- 3.2 The teacher can make integrated use of the knowledge and skills he or she acquired with regard to the areas of learning.

THE TEACHER CAN:

- 3.2.1 make flexible use of domain-specific knowledge and skills in the teaching/educational approach.

Supporting knowledge includes the concepts, contents, structures and methods of the area of learning.

- 3.3 The teacher can situate his or her own provision in the overall educational provision with an eye to providing guidance and orientation to preschoolers.

THE TEACHER CAN:

- 3.3.1 use horizontal and vertical links to situate his or her own educational provision and integrate these links into his or her own provision.

Supporting knowledge includes development and learning lines and associations between different areas of learning, both for nursery education and for the first years of primary education, as well as the main lines of special education.

Job component 4

THE TEACHER AS ORGANISER

- 4.1 The teacher can promote a structured playing and learning climate.
- THE TEACHER CAN:**
- 4.1.1 use skills and approaches of good classroom management.
Supporting knowledge includes aspects of classroom management that is tailored to the children and of factors that impede or promote development.
- 4.2 The teacher can ensure that the day proceeds in a child-centred manner, in keeping with a short and long term planning.
- THE TEACHER CAN:**
- 4.2.1 ensure that simultaneous and consecutive activities run smoothly and flexibly for the preschoolers and that the day proceeds in a child-centred manner;
- 4.2.2 respect a timing and adjust it, if necessary;
- 4.2.3 plan his or her own duties both in the short and long term.
Supporting knowledge includes various aspects of time management that is tailored to the children and short and long term planning methods that are relevant to the teacher.
- 4.3 The teacher can duly carry out administrative tasks.
- THE TEACHER CAN:**
- 4.3.1 duly carry out a number of administrative tasks that belong to his or her set of duties.
Supporting knowledge includes the teacher's administrative obligations, including the purpose thereof.
- 4.4 The teacher can create a stimulating and workable living area, taking account of the preschoolers' safety.
- THE TEACHER CAN:**
- 4.4.1 adjust a room to the potentialities and needs of the preschoolers;
- 4.4.2 organise this room in a pleasant, functional and safe manner that supports development.
Supporting knowledge includes characteristics of a safe and stimulating environment for young children.

Job component 5

THE TEACHER AS INNOVATOR – THE TEACHER AS RESEARCHER

5.1 The teacher can use and present results of educational development work and innovative elements.

THE TEACHER CAN:

5.1.1 use innovative insights from the training in his or her teaching practice;

5.1.2 in consultation with the school staff team, integrate innovative insights in society into his or her teaching practice.

Supporting knowledge includes characteristics of school culture and relevant information sources with regard to developments in education and society.

5.2 The teacher can acquaint him or herself with accessible educational research results that are relevant to his or her own practice.

Supporting knowledge includes relevant and accessible sources of information on educational research.

5.3 The teacher can question and adjust his or her own functioning.

THE TEACHER CAN:

5.3.1 adjust the classroom practice by reflecting on his or her own experiences, among other things by carrying out simple, practice-oriented research under guidance.

Supporting knowledge includes forms of reflection on his or her own actions and functioning in the classroom and at school, and characteristics of simple, practice-oriented research.

Job component 6

THE TEACHER AS PARTNER OF PARENTS OR CARERS

6.1 The teacher can collect information about the child and handle this discreetly.

Supporting knowledge includes elements of professional conduct with regard to information on children.

6.2 The teacher can communicate with parents or carers about their child at school, on the basis of consultation with colleagues or external parties.

THE TEACHER CAN:

6.2.1 with the assistance of colleagues, provide information about the child's development at school;

6.2.2 with the assistance of colleagues or external experts, talk to parents or carers about the support at home;

6.2.3 in consultation with the multidisciplinary team, bring parents or carers into contact with people providing assistance.

Supporting knowledge includes social pedagogic insights into the communication between school and parents, and available assistance agencies and persons.

- 6.3 The teacher can inform parents or carers, in consultation with the team, about what goes in the classroom and at school and involve them in it, taking account of the diversity among the parents.

Supporting knowledge includes knowledge of the diversity of social and cultural realities of parents or carers, and communication techniques.

- 6.4 The teacher can talk with parents or carers about education and upbringing.

Supporting knowledge includes reference frameworks for explaining educational topics and developments.

- 6.5 The teacher can, in Standard Dutch or in another appropriate register, communicate with parents and carers from different language backgrounds in diverse linguistic situations.

THE TEACHER CAN:

- 6.5.1 have different types of targeted conversation, depending on the classroom and school contexts;

- 6.5.2 give a brief and clear explanation, making flexible use of written and visual aids;

- 6.5.3 write different types of short targeted texts, depending on the classroom and school contexts.

Supporting knowledge includes communication strategies for language use in functional situations.

- 6.6 The teacher can use strategies to communicate with non-Dutch speaking parents.

Supporting knowledge includes possibilities that may facilitate communication with non-Dutch speaking parents.

Job component 7

THE TEACHER AS MEMBER OF A SCHOOL STAFF TEAM

- 7.1 The teacher can consult and cooperate within the school staff team.

THE TEACHER CAN:

- 7.1.1 carry out his or her duties in cooperation with the members of the school staff team and taking into account the school culture;

- 7.1.2 participate in consultations about the school policy.

Supporting knowledge includes forms of partnership within the school, participation structures laid down in Flemish Parliament Acts, consultative bodies and their competences, and characteristics of school culture. Supporting knowledge also includes the relevant knowledge regarding the school policy and school organisation models.

- 7.2 The teacher can deliberate on the division of tasks within the team and respect the agreements made.

Supporting knowledge includes knowledge of functions and duties within a school.

- 7.3 The teacher can bring his or her own teaching and educational duty and approach up for discussion within the team;

THE TEACHER CAN:

- 7.3.1 in dialogue with colleagues and the school management team, reflect on his or her own teaching and educational strategy;
- 7.3.2 integrate feedback into his or her own actions.

Supporting knowledge includes various forms of in-school coaching and reflective learning.

- 7.4 The teacher can collect information about his or her own legal position and that of the pupils.

THE TEACHER CAN:

- 7.4.1 consult relevant and updated information on legal and administrative aspects of the teaching profession;
- 7.4.2 collect information about the rights of the child and draw conclusions from that for purposes of evaluation and advice provision.

Supporting knowledge includes basic regulations and bodies or sources that provide access to selected and easily accessible legal knowledge about the rights of the child and of parents or carers.

- 7.5 The teacher can properly interact, in Standard Dutch, with all members of the school staff team.

THE TEACHER CAN:

- 7.5.1 have different types of targeted conversation, depending on the classroom and school contexts;
- 7.5.2 give a brief and clear explanation, making flexible use of written and visual aids;
- 7.5.3 write different types of short targeted texts, depending on the classroom and school contexts.

Supporting knowledge includes communication strategies for language use in functional situations.

Job component 8

THE TEACHER AS PARTNER OF EXTERNAL PARTIES

- 8.1 The teacher can, in consultation with colleagues, establish contacts, communicate and collaborate with external bodies providing education-related initiatives.

THE TEACHER CAN:

- 8.1.1 in consultation with colleagues, establish contacts, communicate and collaborate with education-related initiatives that are oriented towards children and young people;
- 8.1.2 in consultation with colleagues, establish contacts, communicate and collaborate with education-related initiatives that are aimed at supporting teachers and the team.

Supporting knowledge includes search methods for detecting initiatives or bodies that are active in a particular region.

- 8.2 The teacher can properly interact, in Standard Dutch, with collaborators of education-related initiatives.

THE TEACHER CAN:

- 8.2.1 have different types of targeted conversation, depending on the classroom and school contexts;
- 8.2.2 give a brief and clear explanation, making flexible use of written and visual aids;

- 8.2.3 write different types of short targeted texts, depending on the classroom and school contexts.
Supporting knowledge includes communication strategies for language use in functional situations.

Job component 9

THE TEACHER AS MEMBER OF THE EDUCATION COMMUNITY

- 9.1 The teacher can participate in the social debate on educational topics.
Supporting knowledge includes recent developments in education and reference frameworks to explain these developments in education.
- 9.2 The teacher can talk about his or her profession and his or her place in society.
Supporting knowledge includes reference frameworks for being able to situate the teaching profession in society, as well as his or her own basic competencies and career profile.

Job component 10

THE TEACHER AS CULTURE PARTICIPANT

- 10.1 The teacher can distinguish topical social themes and developments and adopt a critical attitude towards the following domains:
- the socio-political domain;
 - the socio-economic domain;
 - the philosophical domain;
 - the cultural-aesthetic domain;
 - the cultural-scientific domain;

THE TEACHER CAN:

- 10.1.1 work on an interpretation framework to deal critically with information on these themes and developments, and talk about it.

Supporting knowledge includes relevant information sources.

Attitudes

The following attitudes apply to all job components.

A1 DECISIVENESS:

daring to take a stand or take action, as well as to assume responsibility for it.

A2 RELATIONAL ORIENTATION:

showing characteristics of authenticity, acceptance, empathy and respect in contacts with others.

A3 CRITICAL REFLECTION:

being prepared to question oneself and one's environment, and to check the value of a claim or fact and the desirability and feasibility of a set goal, before taking a stand.

A4 EAGERNESS TO LEARN:

actively seeking situations to broaden and deepen one's competence.

A5 ORGANISATIONAL SKILLS:

aiming at planning, coordinating and delegating tasks in such a way that the intended goal can be achieved efficiently.

A6 SENSE OF COLLABORATION:

being prepared to work together with others on a common task.

A7 SENSE OF RESPONSIBILITY:

feeling responsible for the school as a whole and being committed to promoting a positive development of the child.

A8 FLEXIBILITY:

being prepared to adapt to changing circumstances, such as resources, goals, people and procedures.

Basic competencies of a primary school teacher

Job component 1

THE TEACHER AS GUIDE IN LEARNING AND DEVELOPMENT PROCESSES

1.1 The teacher can find out the starting situation of the pupils and the group.

THE TEACHER CAN:

1.1.1 in consultation with team members or external parties, find out the characteristics of both the individual child and the group that may have a bearing on the learning and teaching process;

1.1.2 take account of the pupil's personality development as a whole when determining the starting situation.

Supporting knowledge includes the characteristics of the children and the pupil group, and methods for discovering them.

1.2 The teacher can choose and formulate objectives.

THE TEACHER CAN:

1.2.1 select objectives on the basis of the attainment targets and developmental objectives, development and learning lines, a selected curriculum, the school development plan and the educational project;

1.2.2 choose and formulate objectives, taking account of the pupils' starting situation and of the characteristics and diversity of the group;

1.2.3 recognise learning lines in textbooks and the curriculum concerned, with an eye to choosing and formulating objectives;

1.2.4 if there is a distinction between basic objectives and the extended curriculum, motivate this distinction on the basis of the pupil's starting situation, the curriculum concerned and the school development plan;

1.2.5 make explicit the implicit objectives contained in teaching and educational situations;

1.2.6 formulate objectives in a concrete and operational manner;

1.2.7 for pupils with special needs, and within the framework of the individual education planning, choose objectives that link up with the established starting situation, in consultation with colleagues;

Supporting knowledge includes the attainment targets and developmental objectives, the main lines of the curriculum concerned, the 'school development plan' concept and the individual education planning process, as well as the technique of formulating objectives.

1.3 The teacher can select curriculum contents and learning experiences.

THE TEACHER CAN:

1.3.1 select from an existing provision, taking account of the starting situation, the social relevance, the available time and resources, and the characteristics of the provision at home;

1.3.2 translate pupils' contributions into learning experiences;

1.3.3 within the framework of the care policy and the individual education planning, tailor curriculum contents and learning experiences to the achievement of the set objectives for pupils with special needs by responding to the differences between pupils, by providing adjusted and individual learning assistance, by offering aids to achieve a goal and by replacing learning objectives that constitute an important obstacle with feasible or specific objectives.

Supporting knowledge includes insight into curriculum contents, and knowledge of the main lines of the curriculum concerned and of suitable information sources on curriculum contents, including textbooks.

- 1.4 The teacher can structure curriculum contents and learning experiences and translate them into a coherent educational provision.

THE TEACHER CAN:

- 1.4.1 divide the educational provision into learning steps, themes and projects;
 1.4.2 make the link between subject matter components and between areas of learning, both horizontally and vertically;
 1.4.3 translate curriculum contents and learning experiences into a useful educational provision that links up with the social environment and motivation of the pupils, using diversity, including the social, cultural and linguistic diversity within the group.

Supporting knowledge includes organisational models such as instructional, exemplary, and concentric models. It also includes the content-related structure of and associations between the various areas of learning, knowledge of types of assignments and tasks, and practice examples of dealing with multilingualism.

- 1.5 The teacher can determine adjusted instructional formats and grouping arrangements.

THE TEACHER CAN:

- 1.5.1 select adjusted instructional formats and tailor them to the objectives;
 1.5.2 select appropriate grouping arrangements;
 1.5.3 make functional use of multimedia;
 1.5.4 differentiate his or her approach if necessary.

Supporting knowledge includes diverse instructional formats and combinations thereof, taking account of a differentiated approach and a critical use of multimedia facilities.

- 1.6 The teacher can select and adjust teaching materials, individually and in a team.

THE TEACHER CAN:

- 1.6.1 find, consult and critically assess information about teaching materials, taking account of the specific needs and characteristics of the target group;
 1.6.2 if necessary, adjust teaching materials.

Supporting knowledge includes relevant sources for finding suitable teaching materials, as well as criteria for evaluating them.

- 1.7 The teacher can create a powerful learning environment, taking account of the heterogeneity within the group of learners.

THE TEACHER CAN:

- 1.7.1 taking account of the starting situation, and depending on the interest and the processing level of the pupils, create motivating learning environments that hold a real chance of involvement and success;
 1.7.2 create learning environments that offer the possibility of all kinds of interaction;
 1.7.3 functionally integrate ICT into the creation of a powerful learning environment;

- 1.7.4 embed curriculum contents in real situations that are meaningful for the pupils concerned as well as representative of new contexts in which knowledge and skills can be applied;
- 1.7.5 properly respond to what is happening in the actual learning environment and can work with the pupils' input;
- 1.7.6 promote the active discovery and processing of curriculum contents, among other things by calling on the pupils' ability to solve problems;
- 1.7.7 make pupils think about their learning process.

Supporting knowledge includes implications of diversity and the characteristics of a powerful learning environment, as well as the role of an adjusted language use in this.

- 1.8 The teacher can prepare observations and evaluations.

THE TEACHER CAN:

- 1.8.1 individually and in consultation, select and devise goal-oriented questions, tasks and assignments in various forms;
- 1.8.2 individually and in consultation with colleagues, select simple observation instruments;
- 1.8.3 determine the meaning and position of evaluation forms in the learning process;
- 1.8.4 with assistance, determine evaluation criteria for assessing the pupil's progress.

Supporting knowledge includes evaluation techniques and instruments, child monitoring systems, the signalling value of behaviours and a view on evaluation as support for the learning process.

- 1.9 The teacher can observe and evaluate the process and product for purposes of adjustment, remediation and differentiation.

THE TEACHER CAN:

- 1.9.1 permanently and systematically collect information regarding the pupil's learning and development process through tests, observations, self-evaluation data of the learner and interviews;
- 1.9.2 use a child monitoring system with an eye to systematically collecting information, with the assistance of colleagues;
- 1.9.3 interpret and evaluate performance correctly and objectively;
- 1.9.4 report and discuss learning performance and progress;
- 1.9.5 with the assistance of colleagues, evaluate progress and give advice on the progress of the pupils in their school careers;
- 1.9.6 with the assistance of colleagues, propose advisory opinions and activities for adjustment and differentiation, and execute them him or herself;
- 1.9.7 use assessment data to evaluate and adjust his or her own teaching strategy.

Supporting knowledge includes (self) evaluation techniques and instruments, child monitoring systems, the signalling value of behaviours, a view on evaluation for purposes of adjustment and differentiation, and the technique of error analysis. Supporting knowledge also includes the structure and functioning of the preceding and next levels of education and of special education, for purposes of (re)orientation and possible co-operation.

- 1.10 The teacher can, in consultation with the team, participate in special needs initiatives and have these link up with the school's overall approach.

THE TEACHER CAN:

- 1.10.1 situate the school in the neighbourhood and recognise the implications thereof;

1.10.2 participate in the care and equal educational opportunities policy of the school.
Supporting knowledge includes characteristics of the metropolitan context and of important policy measures regarding equal opportunities and care.

1.11 The teacher can properly guide the learning and development process in Standard Dutch, taking account of and responding in a targeted manner to the various personal and social language backgrounds of the pupils.

THE TEACHER CAN:

1.11.1 have targeted conversations with his or her pupils, making a functional language provision, stimulating functional language production and giving feedback on this;

1.11.2 evaluate texts and make them orally accessible by working on them in terms of language and through an adjusted teaching method;

1.11.3 orally phrase and rephrase questions, assignments, evaluations and feedback in a clear manner, if necessary with visual or other aids;

1.11.4 clearly phrase questions, assignments, evaluations and feedback in writing, if necessary with visual or other aids;

1.11.5 give a clear explanation, integrating written or other aids, and flexibly adjust everything, if necessary;

1.11.6 tell and read stories in an expressive manner and adjust this flexibly;

1.11.7 react constructively to the pupil's language use.

Supporting knowledge includes communication strategies for language use in functional situations and methodologies for language support and language orientation in non-language subjects.

1.12 The teacher can handle the diversity of the group.

THE TEACHER CAN:

1.12.1 within the framework of the care policy and the individual education planning adjust the educational learning process to the specific needs and potentialities of the pupils by responding to the differences between pupils, by providing adjusted and individual learning assistance, by offering aids to achieve a goal and by replacing learning objectives that constitute an important obstacle with feasible or specific objectives;

1.12.2 take account of the socio-cultural and language background of pupils, including the metropolitan context.

Supporting knowledge includes the activities of the pupil guidance centre (CLB) and methods and instructional formats for pupils with learning and development problems; it also includes characteristics of the metropolitan context and of various social cultures.

1.13 The teacher can contribute to making pupils sensitive and open to languages by raising their language awareness.

Supporting knowledge includes objectives, methodologies and good practice examples of language awareness.

Job component 2

THE TEACHER AS EDUCATOR

- 2.1 The teacher can, in consultation, create a positive social climate for the pupils in the group and at school.

THE TEACHER CAN:

- 2.1.1 as a team member, work on building positive interaction with the pupils, while also stimulating the relationship between pupils themselves and bringing problems up for discussion within the group;
- 2.1.2 ensure that pupils feel safe and appreciated;
- 2.1.3 handle pupils in a sensitive and compassionate way, with respect for their individuality and diversity;
- 2.1.4 critically question his or her relationship with the pupils, with an eye to establishing a growth-promoting relationship with each pupil.

Supporting knowledge includes group dynamic and interaction processes and the attainment targets and developmental objectives for social skills; it also includes characteristics of social development in children.

- 2.2 The teacher can promote the emancipation of pupils.

THE TEACHER CAN:

- 2.2.1 recognise the individuality of each child and of social and cultural groups, bring it up for discussion and deal with it for purposes of the pupils' self-development and integration;
- 2.2.2 encourage the child to stand up for itself, become independent, take initiative, assume responsibility, and participate.

Supporting knowledge includes knowledge of social and cultural realities of children. It also includes knowledge of the origin of images and prejudices and the way in which one can handle them.

- 2.3 The teacher can prepare pupils for individual development and social participation through attitude formation.

THE TEACHER CAN:

- 2.3.1 demonstrate to pupils and teach them to apply a number of conventions with regard to social interaction;
- 2.3.2 in the classroom context, bring values up for discussion and use exemplary behaviour to stimulate the child, taking account of the educational project;
- 2.3.3 stimulate the orientation towards participation.

Supporting knowledge includes the educational project, the school development plan, the applicable attainment targets and developmental objectives, the manifestations of the hidden curriculum, and the moral development in children.

- 2.4 The teacher can use current social developments in a teaching context.

THE TEACHER CAN:

- 2.4.1 link training contents to social events and trends;
- 2.4.2 teach pupils how to handle information from and influence by the media in a critical and useful manner.

Supporting knowledge includes social themes and events, and the way in which these are presented by the media.

- 2.5 The teacher can properly deal with pupils in socio-emotional problem situations and with pupils experiencing behavioural problems.

THE TEACHER CAN:

- 2.5.1 recognise signals of problem behaviour, check them against the experiences of others and make the pupils' request for assistance explicit with the help of colleagues;
- 2.5.2 under guidance and in a team, provide systematic assistance in case of problems, if necessary in collaboration with external parties.

Supporting knowledge includes various forms of socio-emotional problem situations, signalling behaviour in young children, the origin of problem behaviour, and possible interventions and supporting services, including the pupil guidance centre (CLB).

- 2.6 The teacher can promote the physical and mental health of pupils.

THE TEACHER CAN:

- 2.6.1 devote attention to promoting the health of pupils, and can stimulate the physical development and awareness that health and safety are important values;
- 2.6.2 ensure the general physical health of pupils and carry out basic emergency nursing tasks;
- 2.6.3 properly deal with pupils with health problems or physical impairments;
- 2.6.4 ensure the pupils' general well-being.

Supporting knowledge includes characteristics of physical well-being in general and of young children in particular, and basic first aid principles. It also includes basic interventions in case of frequent health problems.

- 2.7 The teacher can communicate with pupils from various language backgrounds in diverse linguistic situations.

Supporting knowledge includes possibilities that may facilitate communication with non-Dutch speaking children.

Job component 3

THE TEACHER AS SUBJECT MATTER EXPERT

- 3.1 The teacher masters the basic knowledge of the curriculum contents, including at least the developmental objectives and attainment targets, and can follow recent developments on contents and skills from the areas of learning French, Physical Education, Expressive Education, Dutch, Environmental Studies and Mathematics and the cross-learning area themes Learning to Learn, Social Skills and Information and Communication Technology (ICT).

THE TEACHER CAN:

- 3.1.1 promote his or her own expertise in terms of content;
- 3.1.2 function at a strong B1-level (B1+) for French reading and writing skills and at a B2-level for French listening and speaking skills.

Supporting knowledge includes the content-related structure and coherence within and between the

various areas of learning and the cross-learning area themes and possibilities of continuing education.

For French, support includes using supporting strategies and supporting knowledge of linguistic elements (vocabulary, grammar, pronunciation, spelling and social and pragmatic language use dimension), at a strong B1-level for reading and writing skills and at a B2-level for listening and speaking skills.

- 3.2 The teacher can make integrated use of the acquired knowledge and skills with regard to areas of learning and subject areas.

THE TEACHER CAN:

- 3.2.1 make flexible use of domain-specific knowledge and skills in the teaching/educational approach.

Supporting knowledge includes concepts, contents, structures, and methods of the area of learning.

- 3.3 The teacher can situate his or her own provision in the overall educational provision, with an eye to giving guidance and orientation to the pupils.

THE TEACHER CAN:

- 3.3.1 recognise horizontal and vertical links in the educational provision and integrate these links into his or her own provision;

- 3.3.2 situate his or her own provision within the developmental objectives and attainment targets, and within a curriculum.

Supporting knowledge includes learning lines in the curriculum and school development plan concerned and in textbooks, and associations between areas of learning and training areas. Supporting knowledge also includes the vertical coherence between nursery education, primary education and the first stage of secondary education, and the developmental objectives for special education.

Job component 4

THE TEACHER AS ORGANISER

- 4.1 The teacher can promote a structured working climate.

THE TEACHER CAN:

- 4.1.1 use skills and approaches of good classroom management.

Supporting knowledge includes classroom management and factors that impede or promote learning.

- 4.2 The teacher can ensure that the lesson and day proceed in a smooth and efficient manner, in keeping with a short and long term planning.

THE TEACHER CAN:

- 4.2.1 ensure that simultaneous or consecutive activities run smoothly and flexibly for the pupils and that the day proceeds in a child-centred manner;

- 4.2.2 respect a timing and adjust it, if necessary;

- 4.2.3 plan his or her own tasks both in the short and long term.

Supporting knowledge includes various aspects of time management that is tailored to the children and short and long term planning methods that are relevant to the teacher.

4.3 The teacher can duly carry out administrative tasks.

THE TEACHER CAN:

4.3.1 duly carry out a number of administrative tasks that belong to his or her set of duties.

Supporting knowledge includes the teacher's administrative obligations, including the purpose thereof.

4.4 The teacher can create a stimulating and workable classroom area, taking account of the pupils' safety.

THE TEACHER CAN:

4.4.1 organise challenging and safe playing, learning and work facilities in a classroom;

4.4.2 design a classroom in an appropriate, pleasant and functional way.

Supporting knowledge includes characteristics of stimulating and safe playing or learning facilities in a classroom.

Job component 5

THE TEACHER AS INNOVATOR – THE TEACHER AS RESEARCHER

5.1 The teacher can use and present results of educational development work and innovative elements.

THE TEACHER CAN:

5.1.1 use innovative insights from the training in his or her teaching practice;

5.1.2 in consultation with the school staff team, integrate innovative insights in society into his or her teaching practice.

Supporting knowledge includes characteristics of school culture and relevant information sources with regard to developments in education and society, including policy initiatives regarding education.

5.2 The teacher can acquaint him or herself with accessible educational research results that are relevant to his or her own practice.

Supporting knowledge includes relevant and accessible sources of information on educational research.

5.3 The teacher can question and adjust his or her own functioning.

THE TEACHER CAN:

5.3.1 adjust the classroom practice by reflecting on his or her own experiences, among other things by carrying out simple, practice-oriented research under guidance.

Supporting knowledge includes forms of reflection on his or her own actions and functioning in the classroom and at school, and characteristics of simple, practice-oriented research.

Job component 6

THE TEACHER AS PARTNER OF PARENTS OR CARERS

- 6.1 The teacher can collect information about the pupil and handle this discreetly.
Supporting knowledge includes elements of professional conduct with regard to information about children.
- 6.2 The teacher can communicate with parents or carers about their child at school, on the basis of consultation with colleagues or external parties.
- THE TEACHER CAN:**
- 6.2.1 with the assistance of colleagues, provide information about learning progress, aspects relating to behaviour and attitude, and choice of study;
- 6.2.2 with the assistance of colleagues or external experts, talk to parents or carers about the support at home;
- 6.2.3 in consultation with the multidisciplinary team, bring parents or carers into contact with people providing assistance.
Supporting knowledge includes social pedagogic insights into the communication between school and parents, and knowledge of available assistance agencies and persons.
- 6.3 The teacher can inform parents or carers, in consultation with the team, about what goes in the classroom and at school and involve them in it, taking account of the diversity among the parents.
Supporting knowledge includes knowledge of the diversity of social and cultural realities of parents or carers, and communication techniques.
- 6.4 The teacher can talk with parents or carers about education and upbringing.
Supporting knowledge includes reference frameworks for explaining educational topics and developments.
- 6.5 The teacher can, in Standard Dutch or in another appropriate register, communicate with parents and carers from different language backgrounds in diverse linguistic situations.
- THE TEACHER CAN:**
- 6.5.1 have different types of targeted conversation, depending on the classroom and school contexts;
- 6.5.2 give a brief and clear explanation, making flexible use of written and visual aids;
- 6.5.3 write different types of short targeted texts, depending on the classroom and school contexts.
Supporting knowledge includes communication strategies for language use in functional situations.
- 6.6 The teacher can develop strategies to communicate with non-Dutch speaking parents.
Supporting knowledge includes possibilities that may facilitate communication with non-Dutch speaking parents.

Job component 7

THE TEACHER AS MEMBER OF A SCHOOL STAFF TEAM

7.1 The teacher can consult and cooperate within the school staff team.

THE TEACHER CAN:

7.1.1 carry out his or her duties in cooperation with the members of the school staff team and taking into account the school culture;

7.1.2 participate in consultations about the school policy.

Supporting knowledge includes forms of partnership within the school, participation structures laid down in Flemish Parliament Acts, consultative bodies and their competences, and characteristics of school culture. Supporting knowledge also includes relevant aspects on school policy and school organisation models.

7.2 The teacher can deliberate on the division of tasks within the team and respect the agreements made.

Supporting knowledge includes knowledge of functions and duties within a school.

7.3 The teacher can bring up his or her own teaching and educational duty and approach up for discussion within the team.

THE TEACHER CAN:

7.3.1 in dialogue with colleagues and the school management team, reflect on his or her own teaching and educational strategy;

7.3.2 integrate feedback into his or her own actions.

Supporting knowledge includes various forms of in-school coaching and reflective learning.

7.4 The teacher can collect information about his or her own legal position and that of the pupils.

THE TEACHER CAN:

7.4.1 consult relevant and updated information on legal and administrative aspects of the teaching profession;

7.4.2 collect information about the rights of the pupil and draw conclusions from that for purposes of evaluation and advice provision.

Supporting knowledge includes basic regulations and bodies or sources that provide access to selected and easily accessible legal knowledge about the rights of the child and of parents or carers.

7.5 The teacher can properly interact, in Standard Dutch, with all members of the school staff team.

THE TEACHER CAN:

7.5.1 have different types of targeted conversation, depending on the classroom and school contexts;

7.5.2 give a brief and clear explanation, making flexible use of written and visual aids;

7.5.3 write different types of short targeted texts, depending on the classroom and school contexts.

Supporting knowledge includes communication strategies for language use in functional situations.

Job component 8

THE TEACHER AS PARTNER OF EXTERNAL PARTIES

- 8.1 The teacher can, in consultation with colleagues, establish contacts, communicate and collaborate with external bodies providing education-related initiatives.

THE TEACHER CAN:

- 8.1.1 in consultation with colleagues, establish contacts, communicate and collaborate with education-related initiatives that are oriented towards children and young people;
- 8.1.2 in consultation with colleagues, establish contacts, communicate and collaborate with education-related initiatives that are aimed at supporting teachers and the team.

Supporting knowledge includes search methods for detecting initiatives or bodies that are active in a particular region.

- 8.2 The teacher can properly interact, in Standard Dutch, with collaborators of education-related initiatives.

THE TEACHER CAN:

- 8.2.1 have different types of targeted conversation, depending on the classroom and school contexts;
- 8.2.2 give a brief and clear explanation, making flexible use of written and visual aids;
- 8.2.3 write different types of short targeted texts, depending on the classroom and school contexts.

Supporting knowledge includes communication strategies for language use in functional situations.

Job component 9

THE TEACHER AS MEMBER OF THE EDUCATION COMMUNITY

- 9.1 The teacher can participate in the social debate on educational topics.

Supporting knowledge includes recent developments in education and reference frameworks to explain these developments in education.

- 9.2 The teacher can talk about his or her profession and his or her place in society.

Supporting knowledge includes reference frameworks for being able to situate the teaching profession in society, as well as his or her own basic competencies and career profile.

Job component 10

THE TEACHER AS CULTURE PARTICIPANT

- 10.1 The teacher can distinguish topical social themes and developments and adopt a critical attitude towards the following domains:
- the socio-political domain;
 - the socio-economic domain;
 - the philosophical domain;
 - the cultural-aesthetic domain;
 - the cultural-scientific domain;

THE TEACHER CAN:

- 10.1.1 work on an interpretation framework to deal critically with information on these themes and developments, and talk about it.

Supporting knowledge includes relevant information sources.

Attitudes

The following attitudes apply to all job components.

A1 DECISIVENESS:

daring to take a stand or take action, as well as to assume responsibility for it.

A2 RELATIONAL ORIENTATION:

showing characteristics of authenticity, acceptance, empathy and respect in contacts with others.

A3 CRITICAL REFLECTION:

being prepared to question oneself and one's environment, and to check the value of a claim or fact and the desirability and feasibility of a set goal, before taking a stand.

A4 EAGERNESS TO LEARN:

actively seeking situations to broaden and deepen one's competence.

A5 ORGANISATIONAL SKILLS:

aiming at planning, coordinating and delegating tasks in such a way that the intended goal can be achieved efficiently.

A6 SENSE OF COLLABORATION:

being prepared to work together with others on a common task.

A7 SENSE OF RESPONSIBILITY:

feeling responsible for the school as a whole and being committed to promoting a positive development of the child.

A8 FLEXIBILITY:

being prepared to adapt to changing circumstances, such as resources, goals, people and procedures.

Basic competencies of a secondary school teacher

Job component 1

THE TEACHER AS GUIDE IN LEARNING AND DEVELOPMENT PROCESSES

- 1.1 The teacher can find out the starting situation of the pupils and the group of learners.
- THE TEACHER CAN:**
- 1.1.1 in consultation with team members or external parties, identify characteristics in a pupil group that may have a bearing on the learning and teaching quality;
- 1.1.2 with the assistance of colleagues, recognise the heterogeneity and diversity of the group of learners.
- Supporting knowledge includes pupil characteristics and characteristics of the group of learners, and methods for discovering them.*
- 1.2 The teacher can choose and formulate objectives.
- THE TEACHER CAN:**
- 1.2.1 choose objectives on the basis of the curriculum/school development plan which includes the attainment targets and developmental objectives, and the educational project;
- 1.2.2 choose and formulate objectives, taking account of the pupils' starting situation, and the characteristics and diversity of the group;
- 1.2.3 differentiate objectives depending on established differences and/or on the basis of available documents;
- 1.2.4 formulate objectives in a concrete and operational manner;
- 1.2.5 for pupils with special needs, and within the framework of the individual education planning, select objectives that link up with the established starting situation, in consultation with colleagues.
- Supporting knowledge includes the curriculum and school development plan concerned, attainment targets and/or developmental objectives, learning lines, the individual education planning process and classifications of objectives.*
- 1.3 The teacher can select curriculum contents and learning experiences.
- THE TEACHER CAN:**
- 1.3.1 select from an existing provision, taking account of the criteria of the starting situation, the social relevance, the available time and resources for the benefit of the structure of the subject area;
- 1.3.2 translate pupils' contributions into learning experiences;
- 1.3.3 within the framework of the care policy and the individual education planning, tailor curriculum contents and learning experiences to the achievement of the set objectives for pupils with special needs by responding to the differences between pupils, by providing adjusted and individual learning assistance, by offering aids to achieve a goal and by replacing learning objectives that constitute an important obstacle with feasible or specific objectives.
- Supporting knowledge includes the attainment targets, curricula, school development plan, relevant textbooks and learning packages and other information sources, and possibly also the career profiles.*

1.4 The teacher can structure curriculum contents and translate them into learning activities.

THE TEACHER CAN:

- 1.4.1 translate curriculum contents into useful assignments that link up with the motivation, starting situation, linguistic diversity and capacities of pupils;
- 1.4.2 depending on the case, divide the curriculum contents into partial learning phases, differentiated assignments, themes and projects, and modules, either across subject areas or not;
- 1.4.3 in consultation with colleagues, indicate links between curriculum contents from his or her own subject area and related subject areas (horizontal coherence);
- 1.4.4 situate curriculum contents in the overall provision of the subject concerned (vertical coherence).

Supporting knowledge includes a view on the development of specific subject contents. It also includes associations between the teacher's own subject area and other subject areas, knowledge about types of assignments and tasks, and practice examples of dealing with multilingualism.

1.5 The teacher can determine adjusted instructional formats and grouping arrangements.

THE TEACHER CAN:

- 1.5.1 choose strategies, multimedia learning environments and adjusted instructional formats that are attuned to the objectives;
- 1.5.2 select appropriate grouping arrangements, create an adjusted space and determine a good timing;
- 1.5.3 differentiate his or her approach if necessary.

Supporting knowledge includes various instructional formats and grouping arrangements, and electronic learning environments.

1.6 The teacher can select and adjust teaching materials, individually and in a team.

THE TEACHER CAN:

- 1.6.1 choose and adjust teaching materials, and, if necessary, consult on this with the department and the school staff team;
- 1.6.2 if necessary, adjust the teaching materials to the target group and the circumstances, with the assistance of colleagues.

Supporting knowledge includes relevant sources for finding teaching materials, as well as criteria for evaluating them.

1.7 The teacher can create a powerful learning environment, focussing on the heterogeneity within the group of learners.

THE TEACHER CAN:

- 1.7.1 create motivating learning environments that are adjusted to the interest and the processing level of pupils;
- 1.7.2 embed curriculum contents in authentic, real situations that are meaningful for the pupils;
- 1.7.3 functionally integrate ICT into the creation of a powerful learning environment;
- 1.7.4 enable pupils to actively discover and process curriculum contents;
- 1.7.5 teach pupils to think about their learning process;
- 1.7.6 promote cooperative learning;
- 1.7.7 with the support of the team, assist trainees in a useful and discreet manner during placements in

organisations and companies;

- 1.7.8 in the feedback of placement experiences to the course activity, interpret the placement experiences of pupils and place them in a broader education and training profile.

Supporting knowledge includes knowledge of learning processes and characteristics of an appropriate and motivating learning environment, including the role of an adjusted language use in this.

- 1.8 The teacher can prepare observations and evaluations, individually, and in a team if necessary.

THE TEACHER CAN:

- 1.8.1 individually and in consultation, select and possibly devise objective-oriented, differentiated and adjusted questions, tasks and assignments in various forms;

- 1.8.2 choose observation instruments in consultation with colleagues;

- 1.8.3 determine the meaning and position of evaluation forms in the learning process;

- 1.8.4 with assistance, determine evaluation criteria for assessing the pupil's progress.

Supporting knowledge includes views on evaluation, evaluation forms, techniques and instruments, and (pupil) monitoring systems.

- 1.9 The teacher can evaluate the process and product for purposes of adjustment, remediation and differentiation.

THE TEACHER CAN:

- 1.9.1 with an eye to guiding and evaluating pupils and the learning process, systematically collect data through evaluation and observation methods;

- 1.9.2 correctly interpret and evaluate progress and performance;

- 1.9.3 with the support of colleagues, help draw up an advisory opinion in a team on the progress of the pupils in their school careers or with regard to the labour market;

- 1.9.4 report and discuss learning performance and progress, and propose activities for remediation;

- 1.9.5 use evaluation data to question and adjust his or her own teaching strategy.

Supporting knowledge includes views on evaluation, reference frameworks, evaluation forms, techniques and instruments, (pupil) monitoring systems, and error analysis. Supporting knowledge for the purposes of remediation and orientation also includes the individuality of the various types of education, levels of education and areas of study.

- 1.10 The teacher can, in consultation with colleagues, participate in special needs initiatives and have these link up with the school's overall approach.

THE TEACHER CAN:

- 1.10.1 situate the school in the neighbourhood and recognise the implications thereof;

- 1.10.2 participate in the care and equal educational opportunities policy of the school.

Supporting knowledge includes characteristics of the metropolitan context and important policy measures regarding equal opportunities and care.

- 1.11 The teacher can properly guide the learning and development process in Standard Dutch, taking account of and responding in a targeted manner to the various personal and social language backgrounds of the pupils.

THE TEACHER CAN:

- 1.11.1 have targeted conversations with his or her pupils, making a functional language provision, stimulating functional language production and giving feedback on this;
- 1.11.2 evaluate texts and make them accessible both orally and in writing by working on them in terms of language and through an adjusted teaching method;
- 1.11.3 orally phrase and rephrase questions, assignments, evaluations and feedback in a clear manner, if necessary with visual or other aids;
- 1.11.4 clearly phrase questions, assignments, evaluations and feedback in writing, if necessary with visual or other aids;
- 1.11.5 give a clear explanation, integrating written or other aids, and flexibly adjust everything, if necessary;
- 1.11.6 tell and read stories, and in doing so is aware of his or her own abilities to make optimal use of these skills and to compensate any potential limitations;
- 1.11.7 react constructively to the pupil's language use.

Supporting knowledge includes communication strategies for language use in functional situations and methodologies for language support and language orientation in non-language subjects.

- 1.12 The teacher can handle the diversity of the group of learners.

THE TEACHER CAN:

- 1.12.1 within the framework of the care policy and the individual education planning adjust the educational learning process to the specific needs and potentialities of pupils by responding to the differences between pupils, by providing adjusted and individual learning assistance, by offering aids to achieve a goal and by replacing learning objectives that constitute an important obstacle with feasible or specific objectives;
- 1.12.2 take account of the socio-cultural and language background of pupils, including the metropolitan context.

Supporting knowledge includes the specific nature of the B course of study and of the different types of education (ASO, BSO, KSO/TSO), the functioning of the pupil guidance centre (CLB) and methods and instructional formats for pupils with learning difficulties. It also includes characteristics of the metropolitan context and social and youth cultures.

- 1.13 The teacher can develop learning and development processes, both on the basis of the contents from his or her subject area, and from a cross-subject angle.

THE TEACHER CAN:

- 1.13.1 in cooperation with the department, take account of the specific subject contents, the specific role of the subject area in the educational situation and the characteristics of the pupil group with regard to the subject area when setting up learning and development processes;
- 1.13.2 in cooperation with the school staff team, set up, develop and carry out projects into which the curriculum contents of different subjects are integrated;
- 1.13.3 consult with the school staff team about a joint approach to aspects of 'learning to learn';
- 1.13.4 inform him or herself about the progress of pupils in other subjects;
- 1.13.5 link his or her own subject contents with elements from other disciplines.

Supporting knowledge includes the cross-subject attainment targets and cross-subject functioning, conditions for implementing interdisciplinary projects, and knowledge of contents, structure and heuristics of related disciplines and cross-subject methodologies.

Job component 2

THE TEACHER AS EDUCATOR

2.1 The teacher can, in consultation, create a positive social climate for pupils in a classroom context and at school.

THE TEACHER CAN:

2.1.1 develop positive interaction with the class as a group and stimulate a positive relationship between the pupils themselves;

2.1.2 reflect on the relationship with the pupils and the interaction within the classroom;

2.1.3 act with respect for pupils' individuality and diversity, as well as handle their feelings discreetly;

2.1.4 set boundaries when the positive interaction is jeopardised.

Supporting knowledge includes group dynamic and interaction processes, attainment targets and developmental objectives for social skills, and knowledge of social development in pupils.

2.2 The teacher can promote the emancipation of pupils.

THE TEACHER CAN:

2.2.1 bring up the diversity within the pupil group and within society up for discussion;

2.2.2 teach pupils how to handle diversity;

2.2.3 support pupils in taking responsibility.

Supporting knowledge includes the concept 'pupil at risk' (pupils whose learning and/or development process is at risk), various social and youth cultures, and the way in which these can be dealt with.

2.3 The teacher can prepare pupils for individual development and social participation through attitude formation.

THE TEACHER CAN:

2.3.1 help form attitudes by teaching pupils to apply interactive conventions;

2.3.2 reflect on his or her own value pattern and explain that of others;

2.3.3 in the classroom context, develop values and bring them up for discussion, and consciously teach pupils values in a school context;

2.3.4 stimulate the orientation towards participation.

Supporting knowledge includes the educational project, the school development plan, the applicable attainment targets/developmental objectives, and the manifestations of the hidden curriculum. Supporting knowledge also includes the participation structures at school, participation techniques and characteristics of group dynamic processes.

2.4 The teacher can use current social developments in a teaching context.

THE TEACHER CAN:

2.4.1 link social events to curriculum contents;

2.4.2 teach pupils how to handle information from and influence by the media in a critical and useful manner.

Supporting knowledge includes social themes and events, and the way in which these are presented by the media.

2.5 The teacher can properly deal with pupils in socio-emotional problem situations and with pupils experiencing behavioural problems.

THE TEACHER CAN:

2.5.1 with the assistance of colleagues, recognise signals that can point to problems in pupils;

2.5.2² ask for help and/or consult in order to tackle established problems in a proper and discreet manner.

Supporting knowledge includes various types of socio-emotional problem situations and their background, of the origin of behavioural problems, of counselling within and outside the school (including the pupil guidance centre) and of his or her own abilities and limits in handling problem behaviour.

2.6 The teacher can promote the physical and mental health of pupils.

THE TEACHER CAN:

2.6.1 devote attention to promoting the health of pupils, and can stimulate the physical development and raise the awareness that health and safety are important values;

2.6.2 carry out emergency nursing tasks and ask help, if necessary;

2.6.3 properly deal with pupils with health problems or physical impairments;

2.6.4 ensure the pupils' general well-being.

Supporting knowledge includes characteristics of physical well-being of pupils and basic first aid principles, as well as basic interventions in case of frequent health problems.

2.7 The teacher can communicate with pupils from various language backgrounds in diverse linguistic situations.

Supporting knowledge includes possibilities that may facilitate communication with non-Dutch speaking children.

Job component 3

THE TEACHER AS SUBJECT MATTER EXPERT

3.1 The teacher masters the domain-specific knowledge and skills, and can broaden and deepen them.

THE TEACHER CAN:

3.1.1 detect and fill gaps in his or her own subject expertise and update, extend and deepen the acquired expertise.

Supporting knowledge includes concepts, contents, structures and methods of the subject area.

3.2 The teacher can apply the acquired domain-specific knowledge and skills.

THE TEACHER CAN:

3.2.1 make flexible use of domain-specific knowledge and skills in the teaching/educational approach.

Supporting knowledge includes concepts, contents, structures and methods of the subject area.

3.3 The teacher can situate his or her own training provision and integrate it into the overall educational provision, with an eye to giving guidance and orientation to the pupils.

THE TEACHER CAN:

3.3.1 make horizontal and vertical links between contents from his or her own subject area, and between these contents and contents from related subject areas and cross-subject areas;

3.3.2 situate his or her own provision within the developmental objectives and attainment targets, and within a curriculum.

Supporting knowledge includes learning lines, associations between the teacher's own and other subject areas (both mainstream and special education), and educational careers.

Job component 4

THE TEACHER AS ORGANISER

4.1 The teacher can promote a structured working climate.

THE TEACHER CAN:

4.1.1 use skills and approaches of good classroom management.

Supporting knowledge includes classroom management and factors that can impede or promote learning.

4.2 The teacher can ensure that the lesson and day proceed in a smooth and efficient manner, in keeping with a time planning from the point of view of the teacher and the pupils.

THE TEACHER CAN:

4.2.1 ensure that simultaneous or consecutive activities run smoothly and flexibly for the pupils;

4.2.2 respect a timing and adjust it, if necessary;

4.2.3 plan his or her own tasks both in the short and long term.

Supporting knowledge includes various forms of time management such as the use of diaries and the year plan.

4.3 The teacher can duly carry out administrative tasks.

THE TEACHER CAN:

4.3.1 duly carry out a number of administrative tasks that belong to his or her set of duties.

Supporting knowledge includes the teacher's administrative obligations, including the purpose thereof.

4.4 The teacher can create a stimulating and workable classroom area, taking account of the pupils' safety.

THE TEACHER CAN:

4.4.1 organise challenging and safe playing, learning and work facilities;

4.4.2 design a classroom in an adjusted, pleasant and functional way.

Supporting knowledge includes characteristics of stimulating and safe learning or working facilities

³ The concept of "carers" refers to the people who have taken over the responsibility for the learner from the parents.

in a classroom.

Job component 5

THE TEACHER AS INNOVATOR – THE TEACHER AS RESEARCHER

5.1 The teacher can apply and present innovative elements and results of educational development work.

THE TEACHER CAN:

5.1.1 use innovative insights from the training in his or her teaching practice;

5.1.2 in consultation with the school staff team, integrate innovative insights in society into his or her teaching practice.

Supporting knowledge includes characteristics of school cultures and relevant information sources with regard to developments in education and society.

5.2 The teacher can acquaint him or herself with accessible educational research results and research regarding subject teaching and subject content.

Supporting knowledge includes relevant and accessible sources of information on educational research.

5.3 The teacher can question and adjust his or her own functioning.

THE TEACHER CAN:

5.3.1 adjust the classroom practice by reflecting on his or her own experiences, among other things by carrying out simple, practice-oriented research under guidance.

Supporting knowledge includes forms of reflection on his or her own actions and functioning in the classroom and at school, and characteristics of simple, practice-oriented research.

Job component 6

THE TEACHER AS PARTNER OF PARENTS OR CARERS³

6.1 The teacher can collect information about the pupil and handle this discreetly.

Supporting knowledge includes elements of professional conduct with regard to information about the pupil.

6.2 The teacher can communicate with parents or carers about their child at school on the basis of consultation with colleagues or external parties.

THE TEACHER CAN:

6.2.1 with the assistance of colleagues, provide information about learning progress, choice of study and/or profession, and aspects relating to behaviour and attitude;

6.2.2 in consultation, give advice for the study approach at home;

- 6.2.3 refer to internal assistance agencies.
Supporting knowledge includes social pedagogic insights into the communication between school and parents, knowledge of internal and external assistance agencies and of external assistance bodies.
- 6.3 The teacher can inform parents or carers, in consultation with the team, about what goes in the classroom and at school, taking account of the diversity among the parents.
Supporting knowledge includes knowledge of the diversity of social and cultural realities of parents or carers, and communication techniques.
- 6.4 The teacher can talk with parents or carers about education and upbringing.
Supporting knowledge includes reference frameworks for explaining educational topics and developments.
- 6.5 The teacher can, in Standard Dutch or in another appropriate register, communicate with parents and carers from various language backgrounds in diverse linguistic situations.
- THE TEACHER CAN:**
- 6.5.1 have different types of targeted conversation, depending on the classroom and school contexts;
- 6.5.2 give a brief and clear explanation, making flexible use of written and visual aids;
- 6.5.3 write different types of short targeted texts, depending on the classroom and school contexts.
Supporting knowledge includes communication strategies for language use in functional situations.
- 6.6 The teacher can develop strategies to communicate with non-Dutch speaking parents.
Supporting knowledge includes possibilities that may facilitate communication with non-Dutch speaking parents.

Job component 7

THE TEACHER AS MEMBER OF A SCHOOL STAFF TEAM

- 7.1 The teacher can consult and cooperate within the school staff team.
- THE TEACHER CAN:**
- 7.1.1 carry out his or her duties in cooperation with the members of the school staff team and taking into account the school culture and organisation;
- 7.1.2 participate in consultations about the school policy.
Supporting knowledge includes forms of partnership within the school, participation structures laid down in Flemish Parliament Acts, consultative bodies and their competences, and knowledge of school culture. Supporting knowledge also includes relevant aspects on school policy and school organisation models.
- 7.2 The teacher can, within the team, deliberate on a division of tasks, both in a subject-related and cross-subject context, and respect the agreements made.

Supporting knowledge includes knowledge of functions and duties within a school.

- 7.3 The teacher can bring up for discussion within the team his or her own teaching and educational duty and approach.

THE TEACHER CAN:

- 7.3.1 in dialogue with colleagues and the school management team, reflect on his or her own teaching and educational approach;
- 7.3.2 integrate feedback into his or her own actions.

Supporting knowledge includes various forms of in-school coaching and reflective learning.

- 7.4 The teacher can collect information about his or her own legal position and that of the pupils.

THE TEACHER CAN:

- 7.4.1 consult relevant and updated information on legal and administrative aspects of the teaching profession;
- 7.4.2 collect information about the rights of the pupil and draw conclusions from that for purposes of evaluation and advice provision.

Supporting knowledge includes basic regulations and bodies or sources that provide access to selected and easily accessible legal knowledge about the rights of the child, of parents or carers, and of pupils who are of age.

- 7.5 The teacher can properly interact, in Standard Dutch, with all members of the school staff team.

THE TEACHER CAN:

- 7.5.1 have different types of targeted conversation, depending on the classroom and school contexts;
- 7.5.2 give a brief and clear explanation, making flexible use of written and visual aids;
- 7.5.3 write different types of short targeted texts, depending on the classroom and school contexts.

Supporting knowledge includes communication strategies for language use in functional situations.

Job component 8

THE TEACHER AS PARTNER OF EXTERNAL PARTIES

- 8.1 The teacher can, in consultation with colleagues, establish contacts, communicate and collaborate with external bodies providing education-related initiatives.

THE TEACHER CAN:

- 8.1.1 in consultation with colleagues, establish contacts, communicate and collaborate with education-related initiatives that are oriented towards children and young people;
- 8.1.2 in consultation with colleagues, establish contacts, communicate and collaborate with education-related initiatives that are aimed at supporting the teachers and the team;

Supporting knowledge includes search methods for detecting initiatives or bodies that are active in a particular region.

8.2 With the assistance of colleagues, the teacher can establish, extend and maintain the necessary relations with organisations and cooperate with actors on the labour market and in higher education.

8.3 The teacher can, among other things in view of equal educational opportunities and in consultation with colleagues, establish contacts, communicate and collaborate with the broad socio-cultural sector.

Supporting knowledge includes search methods for detecting active bodies and initiatives in the region concerned.

8.4 The teacher can properly interact, in Standard Dutch, with collaborators of education-related initiatives and of work or employment placements.

THE TEACHER CAN:

8.4.1 have different types of targeted conversation, depending on the classroom and school contexts;

8.4.2 give a brief and clear explanation, making flexible use of written and visual aids;

8.4.3 write different types of short targeted texts, depending on the classroom and school contexts.

Supporting knowledge includes communication strategies for language use in functional situations.

Job component 9

THE TEACHER AS MEMBER OF THE EDUCATION COMMUNITY

9.1 The teacher can participate in the social debate on educational topics.

Supporting knowledge includes recent developments in education and reference frameworks to explain these developments in education.

9.2 The teacher can talk about his or her profession and his or her place in society.

Supporting knowledge includes reference frameworks for being able to situate the teaching profession in society, as well as his or her own basic competencies and career profile.

Job component 10

THE TEACHER AS CULTURE PARTICIPANT

10.1 The teacher can distinguish topical social themes and developments and adopt a critical attitude towards the following domains:

- the socio-political domain;
- the socio-economic domain;
- the philosophical domain;
- the cultural-aesthetic domain;
- the cultural-scientific domain;

- 10.1.1 **THE TEACHER CAN:** work on an interpretation framework to deal critically with information on these themes and developments, and talk about it.

Supporting knowledge includes relevant information sources.

Attitudes

The following attitudes apply to all job components.

A1 DECISIVENESS:

daring to take a stand or take action, as well as to assume responsibility for it.

A2 RELATIONAL ORIENTATION:

showing characteristics of authenticity, acceptance, empathy and respect in contacts with others.

A3 CRITICAL REFLECTION:

being prepared to question oneself and one's environment, and to check the value of a claim or fact and the desirability and feasibility of a set goal, before taking a stand.

A4 EAGERNESS TO LEARN:

actively seeking situations to broaden and deepen one's competence.

A5 ORGANISATIONAL SKILLS:

aiming at planning, coordinating and delegating tasks in such a way that the intended goal can be achieved efficiently.

A6 SENSE OF COLLABORATION:

being prepared to work together with others on a common task.

A7 SENSE OF RESPONSIBILITY:

feeling responsible for the school as a whole and being committed to encouraging a positive development of the child.

A8 FLEXIBILITY:

being prepared to adapt to changing circumstances, such as resources, goals, people and procedures.