

COMPETENCE AREA: 1. SELF-REGULATION

COMPETENCE ELEMENT	Relevance to project aim		Ease to assess		SUGGESTION (e.g. Reformulation, Specification, Simplification,...)
	MIN 1	MAX 5	MIN 1	MAX 5	
1. Help learners to manage their own learning	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
2. Support and guide learners to reflect on their learning	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
3. Design learning experiences that foster and value personal initiative and link the school with family, business, local and broader community (also through the use of ICT tools and social networks)	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
4. Create learning environments in which students actively use ICT to organise, research, interpret, analyse and represent knowledge	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
5. Explain the teaching strategies they are using and stimulate students' feedback on their preferred strategies for different kinds of contents and situations	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
6. Reinforce the appropriate use of teaching/learning strategies and promote the controlled use of learning strategies by students, as well as the comparison among strategies	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
7. Engage students in learning experiences that, by integrating concepts and ideas across disciplinary areas and linking to the world beyond the classroom, facilitate generalisation and cross-context transfer of learning processes and outcomes	①	② ③ ④ ⑤	①	② ③ ④ ⑤	

8. Involve students in examining their role as learners and develop a commitment to lifelong learning	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
9. Provide clear criteria for students to compare their results to standards	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
10. Describe and demonstrate the use of self-evaluation strategies	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	

OVERALL COMMENTS ON THE COMPETENCE AREA:

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COMPETENCE AREA: 2. METACOGNITION

COMPETENCE ELEMENT	Relevance to project aim		Ease to assess		SUGGESTION (e.g. Reformulation, Specification, Simplification,...)
	MIN 1	MAX 5	MIN 1	MAX 5	
1. Understand the importance of cognitive processes, differentiated learning strategies and individual preferences as key elements of learning	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
2. Facilitate, support and promote students' awareness and reflection on their learning processes (not only contents learnt), so that they can apply them in different contexts and tasks	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
3. Stimulate students' autonomous thought processes in order to create full mastery of their learning process, the competence to learn	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
4. Recognise learning outcomes independently from the contexts in which they have been acquired	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
5. Recognise, value and promote the connection between learning activities conducted within the classroom and learning experiences that occur outside the school	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
6. Provide learning experiences in which students use higher order thinking skills to solve problems and discover new meanings and understandings	①	② ③ ④ ⑤	①	② ③ ④ ⑤	

7. Engage students in planning, monitoring and self-assessing their learning processes through the proposal of learning experiences that involve risk taking, critical thinking, independent research of information and social construction of ideas and concepts	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	

OVERALL COMMENTS ON THE COMPETENCE AREA:

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COMPETENCE AREA: 3. MOTIVATE AND ENGAGE LEARNERS

COMPETENCE ELEMENT	Relevance to project aim		Ease to assess		SUGGESTION (e.g. Reformulation, Specification, Simplification,...)
	MIN 1	MAX 5	MIN 1	MAX 5	
1. Demonstrate genuine care and respect for students as unique individuals with interests, concerns and intellectual potential	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
2. Provide challenging tasks that enhance students' abilities	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
3. Use personalised strategies for encouragement	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
4. Organise and monitor a supportive classroom environment	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
5. Assist students to create sound relationships and empathy with others	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
6. Implement classroom management strategies that enable students to progressively take responsibility for their own behaviour	①	② ③ ④ ⑤	①	② ③ ④ ⑤	

7. Encourage learners to experiment new approaches and divergent thinking	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
8. Recognise and reward learners' effort, not only absolute performance	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	
	① ② ③ ④ ⑤	① ② ③ ④ ⑤	

OVERALL COMMENTS ON THE COMPETENCE AREA:

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COMPETENCE AREA: 4. BUILD ON INDIVIDUAL DIFFERENCES

COMPETENCE ELEMENT	Relevance to project aim		Ease to assess		SUGGESTION (e.g. Reformulation, Specification, Simplification,...)
	MIN 1	MAX 5	MIN 1	MAX 5	
1. Recognise learners' profiles from a learning strategy perspective and shape didactics keeping individual differences in mind	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
2. Make learners aware of the existence of different cognitive and learning strategies, and help them to identify their preferences	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
3. Present materials using different communication systems (visual, verbal, symbolic, formal, etc.) and require students to experiment different kinds of learning approaches	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
4. Encourage students to adopt learning approaches that they are able to master (including the autonomous use of ICT tools and resources) and to correct ineffective habits; help students to cope with unfamiliar learning strategies when they are strictly necessary	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
5. Acquire and use a large repertoire of assessment methods in order to meet the differentiated students' profiles, and encourage students to report on how they assess their own learning achievements	①	② ③ ④ ⑤	①	② ③ ④ ⑤	
	①	② ③ ④ ⑤	①	② ③ ④ ⑤	

