PROFESSIONAL COMPETENCY FRAMEWORK

Area 1: Direct relationship to students/class participants

1. Teaching

1. Plan classes to ensure continuity of learning:

- Establish a clear, two-way method of communication with participants.
- Explain clearly the objectives and expectations for the class or block of classes within a certain time period.
- Organise learning so that it is progressive. Prioritise what must be learnt and implement progressive learning situations.

2. Regulate learning:

- Analyse the achievements of the students during the learning process. Use this information to generate feedback to give them. Equally use the feedback from students physically and verbally to assess the effectiveness of your teaching strategy.
- Adjust the learning situations to the student's level, goals and learning styles.
- Give positive and appropriate feedback on participants work, relative to their level of understanding.

3. Manage the risk/safety relationship

- Ensure the safety of the students
- Organise conditions which allow students to take charge of their own risk-taking and that of others.

4. Create a positive learning climate.

5. Create conditions for starting the sessions work in the best possible way (pre-class preparation, warm-up exercises, mental preparation, etc.)

6. Help the participant develop independence relative to their stage of learning and promote reflective practice at all levels. Encourage them to bring their own ideas and experiences into their learning process.

2. Planning and organising learning

1. Identify the level of knowledge, needs and expectations of the students. Use this information to adjust one's teaching plan to match these characteristics as closely as possible.

2. Design a teaching plan by defining the intended objectives, the volume of work and the recovery phases. This should be planned in accordance to the time available and the period of the work, for example;

Long term-*yearly*, medium term-*termly*, short term-*weekly* as well as *session based*.

3. Ensure your teaching plan is consistent with the needs and requirements of the organisation and/or programme area.

4. Design a session that also allows for flexibility and adaptability as may be required during any given session.

5. Consider how the session and the situations are organised (space, equipment, duration, etc.) in order to create a safe working environment.

6. Students have the right to ask WHY and should be encouraged to take an inquisitive approach to all their work. As teachers, we should also ask ourselves and have answers to the question WHY in regards to our planning and methodology.

Area 2: Working together

3. Informal exchanges and collaboration

1. Compare one's own point of view with those of other people and be open to fresh possibilities and ideas.

2. Help support new teachers and help them integrate into the school.

3. Promote a collaborative and positive working atmosphere. This includes fellow teaching staff members as well as non-teaching staff.

4. Institutional discussion and coordination meetings

1. Attend and contribute to departmental and organisational meetings.

3. Express a reasoned point of view and demonstrate active listening and empathy for collective decision-making.

Area 3: Openness and Professional Development

5. Self-study

1. Engage in a practice that ensures maintenance of and growth of knowledge in:

- Developments in the arts market (shows, festivals, conferences, lectures, etc.) to develop one's own artistic sensitivity and gain a sound knowledge of the market with a view to the professional integration of the students.

- Developments in teaching practice (exchanges with other teachers during formal collaborations -

co-coaching of classes, projects, etc. – and/or informal collaborations, within the school or external, lectures, etc.)

- Developments in technical circus arts know-how (exchanges with other colleagues and other schools, lectures, etc.)
- Developments in best practise for physical and athletic development.

2. Identify your own training needs and attend a training course that could address this (for example: FEDEC training courses, workshops, other training, etc.)