## Note-taking form assessment Teaching Qualification Assessment – Revised Competence Requirements – Double Degree – 2022-2023

## (on the basis of portfolio, video fragments and criterion-oriented interview)

**Candidate:** .................................................................................... **Assessor:** .................................................................. **Date:** ...............

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| **Subject specific competence – subject 1** | | | |
| *Definition* | **Evidence in portfolio and video clips:** | **In CGI ask for:** | **Additional evidence in the CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords* | | | |
| A teacher who is competent in their subject has mastered the subject knowledge and skills of their teaching.   * They are "above" the material and are able to compile, select and/or edit the material in such a way that their students can learn it. * The teacher can use their subject expertise to make connections with everyday life, work and research and contribute to the general development of their learners. * They keep their professional knowledge and expertise up to date.   *Note: For a description of the underlying subject* knowledge *and* skills*, see the full description of the competence requirements in the assessment manual.* |  |  |  |
| **Own comments on subject specific competence** |  | | |

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| **Subject specific competence – subject 2** | | | |
| *Definition* | **Evidence in portfolio and video clips:** | **In CGI ask for:** | **Additional evidence in the CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords* | | | |
| A teacher who is competent in their subject has mastered the subject knowledge and skills of their teaching.   * They are "above" the material and are able to compile, select and/or edit the material in such a way that their students can learn it. * The teacher can use their subject expertise to make connections with everyday life, work and research and contribute to the general development of their learners. * They keep their professional knowledge and expertise up to date.   *Note: For a description of the underlying subject* knowledge *and* skills*, see the full description of the competence requirements in the assessment manual.* |  |  |  |
| **Own comments on subject specific competence** |  | | |

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| **Methodological competence – subject 1** | | | |
| *Definition* | **Evidence in portfolio and video clips:** | **In CGI ask for:** | **Additional evidence in the CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords* | | | |
| A methodologically competent teacher ensures learners can master the subject matter, in consultation with their colleagues and in accordance with the educational policy of their school. They know how to translate the subject matter into curricula or learning trajectories.  They do this in a professional, development-oriented manner, in which the following behaviours are recognisable:   * The teacher establishes a clear relationship between the learning objectives, the level and characteristics of their learners, the subject matter and the use of various methods and resources. * In the execution of their teaching, they track the development of their learners; they regularly and adequately test and analyse whether the learning objectives are being realised and how this is happening; based on their analysis, they make adjustments to their didactics, if necessary. * Their teaching methods move with the times.   *Note: For a description of the underlying subject-related* knowledge *and* skills*, see the full description of the competence requirements in the assessment manual.* |  |  |  |
| **Own comments on methodological competence** |  | | |

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| **Methodological competence – subject 2** | | | |
| *Definition* | **Evidence in portfolio and video clips:** | **In CGI ask for:** | **Additional evidence in the CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords* | | | |
| A methodologically competent teacher ensures learners can master the subject matter, in consultation with their colleagues and in accordance with the educational policy of their school. They know how to translate the subject matter into curricula or learning trajectories.  They do this in a professional, development-oriented manner, in which the following behaviours are recognisable:   * The teacher establishes a clear relationship between the learning objectives, the level and characteristics of their learners, the subject matter and the use of various methods and resources. * In the execution of their teaching, they track the development of their learners; they regularly and adequately test and analyse whether the learning objectives are being realised and how this is happening; based on their analysis, they make adjustments to their didactics, if necessary. * Their teaching methods move with the times.   *Note: For a description of the underlying subject-related* knowledge *and* skills*, see the full description of the competence requirements in the assessment manual.* |  |  |  |
| **Own comments on methodological competence** |  | | |

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| **Pedagogical competence** | | | |
| *Definition* | **Evidence in portfolio and video clips:** | **In CGI ask for:** | **Additional evidence in the CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords* | | | |
| A pedagogically competent teacher can realize a safe, supportive and stimulating learning climate for their learners in a professional, development-oriented manner and in cooperation with their colleagues.   * They follow the development of their learners in their learning and behaviour and adjust their actions accordingly. * They contribute to the social-emotional and moral development of their learners. * They can coordinate their pedagogical actions with their colleagues and with others who are responsible for the development of the learner. This statement has a broad meaning and also implies the contribution of the teacher to citizenship education and the development of the student into an independent and responsible adult. * In the context of vocational education, this also involves the guidance of the student in their orientation to professions and the development of their professional identity. * Their teaching must also remain contemporary in the pedagogical sense.   *Note: For a description of the underlying pedagogical* knowledge *and* skills*, see full description of the competence requirements in the assessment manual.* |  |  |  |
| **Own comments on pedagogical competence** |  | | |

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| **Professional competence** | | | |
| *Definition* | **Evidence in portfolio and video clips:** | **In CGI ask for:** | **Additional evidence in the CGI:** |
| *Descriptive in nature: examples, evidence, questions, answers, etc. noted in keywords* | | | |
| A professionally competent teacher is a teacher who has demonstrated that their subject, methodological and pedagogical knowledge and skills enable them to carry out their work as a teacher and as a participant in the professional educational community that they form with their colleagues in a professionally effective and responsible manner.  They have advanced knowledge and skills within their subject area, the subject didactics thereof and pedagogical theories and methodologies relevant to their teaching. Based on this and supported by specialised manuals and teaching methods, they can:   * Design their own education, attuning it to the level and characteristics of their learners, then implement, evaluate and adjust it. * Cooperate with colleagues in - and where relevant also outside - their own institution and coordinate their professional actions with them, where necessary. * Contribute to educational developments by consulting sources, inputting information and making critical contributions to form opinions and solve practical problems. * Participate in practice-based research for educational developments and make use of new knowledge and insights from research that has been elaborated and tested in practice. * Explain and justify their professional actions. * Independently further their professional development. |  |  |  |
| **Own comments on professional competence** |  | | |