



Cross-curricular teaching

REFERENCE FRAMEWORK

Common competences for cross-curricular teaching in Europe

Co-funded by the
Erasmus+ Programme
of the European Union



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Common competences for cross-curricular teaching in Europe

CROSSCUT PROJECT OUTPUT 2

VERSION 10 – JUNE 2019

Questions or comments regarding the content of this report are welcome and should be addressed to the author of the output and coordinator of the CROSSCUT project, Virginie Timmerman (CIEP) at timmerman@ciep.fr

Quality Output 2. CROSSCUT REFERENCE FRAMEWORK

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Abstract

The reference framework defines the common competences that European teachers must have in order to develop and implement cross-curricular teaching in their classroom.

Quality control checklist

Quality control check	Tick box
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CROSSCUT format standards complied with	<input checked="" type="checkbox"/>
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2	Virginie Timmerman and contributors	C	June 2018	Second version with new categorisation of the competences
3	Virginie Timmerman and contributors	C	July 2018	Third version renaming the competence areas
4	Virginie Timmerman and contributors	C	September 2018	Fourth version renaming the different items of competences
5	Marijana Kelentric	C	October 2018	Categorisation proposal based on European frameworks (see resources)
6	Marijana Kelentric and Virginie Timmerman	C	October 2018	Integration of the definition of competence areas. Adjustments to make the document more readable.
7	Catherine Reverdy and Sandra Caeiro	PIR	October 2018	Integrating a first diagram to make the reference framework more readable.
8	Virginie Timmerman, contributors and reviewers	SIR	October 2018	Eight version integrating the new categorisation of competences in the competence areas.
9	Advisory Board experts	ER	June 2019	Finale version of the document written by the author integrating the comments of the advisory board meeting.
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***Status:** Indicate if:

A - Author (including author of revised Output)

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Document summary

The reference framework is the second output of the European project entitled CROSSCUT. It defines the common competences that European teachers must have in order to develop cross-curricular teaching in their classroom. It is a tool for teachers, trainee teachers, teacher trainers. It aims at defining competences that teachers should acquire through their training and along their career, in order to implement cross-curricular activities in their classroom and in their school.

The reference framework lists all the competences required to develop cross-curricular teaching. Each competence should be subdivided into precisely described knowledge, skills, autonomy and responsibility. The whole document gives an exhaustive overview of teacher's competences needed for cross-curricular teaching. It is divided into five parts.

Firstly, key terms and concepts used in the reference framework are defined: competence, knowledge, skills, responsibility and autonomy, reference framework and cross-curricular teaching.

Then, the methodology of the construction of the reference framework is described thoroughly: conceptual mapping, case study analysis, proposals and reviews.

It is then explained how to read the reference framework and the competences. There are 14 competences listed, such as "manage a cross-curricular project", "master his or her own subject and go beyond", or "communicate on cross-curricular teaching". They are categorised in the three following competence areas: work with others to develop and implement cross-curricular teaching, work with knowledge, technology and information to develop and implement cross-curricular teaching, work with and in society to develop and implement cross-curricular teaching.

Furthermore, an overview in the form of a diagram showing the three competence areas and the competences is given, to help visualise the whole reference framework.

Finally, all the competences contained in the framework are defined precisely.

I. Introduction

1. Context

Cross-curricular Teaching (CROSSCUT) is a European project funded by the ERASMUS+ programme which aims at supporting secondary level teachers' professional development by training them to adopt cross-curricular teaching approach, in order to enhance the acquisition of key competences by students. The project includes six European partner countries: Denmark (Laboratory for Coherent Education and Learning - LSUL), Finland (CICERO Learning), France (Centre international d'études pédagogiques - CIEP, lead partner and Ecole normale supérieure de Lyon - IFE), Norway (Norwegian Directorate for Education and Training -UDIR), Poland (Educational Research Institute - IBE) and Portugal (Minho University – UMINHO and Aberta University - UAB). The CROSSCUT project consists of five consecutive steps with corresponding outputs. The present document represents the Output 2 of the project – methodology and results of a 'Reference framework, common competences for cross-curricular teaching in the EU'.

The CROSSCUT project is part of the European Union's approach for strong action to support new ways of teaching and learning. It contributes to achieving the objectives of the European strategic framework "Education & Training 2020" and completing new priorities defined in 2015 by the European Commission and the Council, particularly "further exploring the potential of innovative and active pedagogies such as interdisciplinary teaching and collaborative methods, to enhance the development of relevant and high-level skills and competences"¹.

Indeed, the acquisition of high-level basic and transversal competences is key to guarantee employability, capacity of innovation and active citizenship of students in a lifelong learning perspective, in order to boost competitiveness and to foster social cohesion. In that sense, the European Parliament and the Council have defined in their Recommendation of 18 December 2006 eight key competences for lifelong learning, updated on May 2018, that are necessary for individuals to adapt flexibly to a rapidly changing and highly interconnected world. These key competences, to a great extent, are transversal and not subject-based. Moreover, research pinpointed that traditional classroom learning environments are not the most appropriate context for the effective development of key competences; on the contrary, it has been observed that methods focusing on interdisciplinary and cross-curricular teaching were much more conducive to the acquisition of these competences. However, in many European countries, teachers are trained in a single academic discipline and are used to work autonomously, with limited cooperation with other teachers and support from educational staff. Therefore, an important shift in teaching practices is required to improve the development of students' key competences. Teachers need to develop new competences, through professional development, to be able to master and implement the aforementioned innovative teaching methods.

The project contributes to strengthening the profile of teaching profession through various means. A situational survey was conducted during the first year of the project and published on November 2017². The survey is an insight on interdisciplinarity in Europe today. It maps the status of cross-curricular activities on two levels: the intended curricula and the actual practices at schools to identify enablers and obstacles for effective cross-curricular teaching. It led to the reference framework that

¹ *New priorities for European cooperation in education and training*, 2015, joint report of the European Commission and the Council

² *Situational Survey, an insight into interdisciplinarity in Europe today*, November 2017, CIEP
http://www.ciep.fr/sites/default/files/atoms/files/crosscut_situational-survey.pdf

identifies and characterizes required competences for teachers that would enable them to perform effective interdisciplinary teaching. Based on these results, an online learning platform featuring training modules, teaching resources and a collaborative area will be developed.

The CROSSCUT project addresses one of the education main challenges by training teachers to adopt innovative cross-curricular teaching methods and effective collaboration. Students shall benefit from the introduction of new teaching methods since teachers are a key determinant of learners' performances in school.

2. Objectives

The target groups of the reference framework are trainee and in-service teachers and teacher trainers. The general goal is to propose a definition of the competences that teachers should acquire through their training and along their career, in order to implement cross-curricular activities in their classroom and in their school. The whole document gives an exhaustive overview of teacher's competences needed for cross-curricular teaching, based on teachers' practices that the CROSSCUT team observed and studied. The reference framework is meant to be generic so that it can be adapted in all initial and continuous training of teachers and any school system. Indeed, Member States have full responsibility for the content of teaching, the organisation of the education system and teachers' training. The European Union supports them through a framework that allows Member States to cooperate in order to improve education policies and exchange good practices, while respecting cultural and linguistic diversity. The EU has developed it, in accordance with Article 6 of the TFEU that defines an education framework to *"carry out actions to support, coordinate or supplement the actions of the Member States"*.

This reference framework lists all the competences required to develop cross-curricular teaching. Each competence is subdivided into precisely described knowledge, skills, and responsibility and autonomy³.

The reference framework is a core document for the rest of the project, the common competence framework will be useful to:

- Develop training modules,
- Assess learners,
- Assess project results,
- Feed recommendations.

³ *European Qualifications Framework*, 2018, European Commission. Retrieved from <https://ec.europa.eu/ploteus/en/content/descriptors-page>

II. CROSSCUT reference framework

1. Key terms

The key terms used in the common competence framework, including the definition of the different categories in the classification, are defined below:

- **Competence** (CROSSCUT Team definition, based on EQF⁴): the proven ability to use knowledge, skills and personal, social and methodological abilities, including attitudes and values, in work or study situations and in professional and personal development.
- **Knowledge** (EQF): the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.
- **Skills** (EQF): the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Responsibility and autonomy** (EQF): the ability of the learner to apply knowledge and skills autonomously and with responsibility
- **Reference framework** (definition based on different sources: Cedefop - Terminology of European education and training policy, French National Education, ECVET): reference tool for describing competences, skills, knowledge and aptitudes required to perform a task and define a common culture linked to a job position.
- **Cross-curricular teaching** (O1⁵): Cross-curricular teaching is teaching that involves a conscious effort to apply knowledge, skills and competences to more than one subject area simultaneously with the rationale of forming autonomous citizens, solidary and responsible, intended for a democratic, inclusive and fair society.

2. Methodology

Mapping the competences

This chapter outlines the methodology of the research carried out to inform the development of the reference framework for cross-curricular teaching for secondary-level teachers and school leaders.

The CROSSCUT project sought to combine competences needed by teachers to improve their pedagogical skills by developing their cross-curricular teaching into a reference framework. These competences were defined by the project partners through the "Situational Survey, an insight on

⁴ COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03): <https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en>

⁵ Situational Survey, an insight into interdisciplinarity in Europe today, November 2017, CIEP http://www.ciep.fr/sites/default/files/atoms/files/crosscut_situational-survey.pdf

interdisciplinarity in Europe today" conducted in the first phase of the project in 26 secondary schools. This survey reported the place of interdisciplinarity in the official texts of the countries studied, and also studied the cross-curricular practices of teachers. Leverages and obstacles to these teaching practices have been identified thanks to interviews with school leaders, focus group interviews with teachers and observation of teaching in class. Based on this study, the competences needed by a teacher to implement cross-curricular teaching were defined and discussed at European dissemination events that brought together project partners, experts and teachers, on 7 and 22 November 2017.

3 areas of competences and 1 specific technical competence were identified:

- Pedagogical competences
- Interpersonal and intrapersonal competences
- Professional values
- Cross-curricular Project management

The research then consisted in extracting and combining in a single document information linked to these 4 areas of competences from national and European competence frameworks, the sum of which provided an overview of knowledge, skills and competences required in the teaching profession to develop cross-curricular teaching.

The objective of this research phase was to identify and collate descriptions of competences related to the 4 areas of competences in the six participating countries. The desk research conducted by the respective partners consisted in examining national and European competence frameworks. Each partner translated the descriptions found in national sources to English and submitted the collection to the CIEP via a structured template. The collections have been analysed by the CIEP and inform, along with other empirical sources. The partners researched, identified, extracted and translated descriptions of learning outcomes. Various sources of learning-outcome descriptions were consulted, sources are listed below. The competences, detailed as knowledge, skills and responsibility and autonomy, identified to be linked with the competence areas were then classified based on European standards for teachers (Common European Principles for Teacher Competences and Qualifications (2010) and European Qualifications Framework (2018)) in order to reach a consensus among the partners.

The draft proposal of the reference framework has been reviewed by the Advisory Board of the CROSSCUT project to refine the findings on November 7, 2018. The CROSSCUT Advisory board is formed by representatives of the partners and relevant stakeholders and experts of the education sector. They are involved in the evaluation of the project from a stakeholder and user point of view. This review panel is in charge to review the outputs of the project for quality assurance purposes, ensuring their quality by applying the identified quality principles, and advising about further improvements and development. As such, they evaluated the draft proposal of the output 2.

Then, the final proposal of the Common Competence Framework to develop cross-curricular teaching was written. A diagram has been created to represent the connexions and overlaps of the competences. Indeed, some competences can be classified in several of the three competence areas chosen. The diagram 1 illustrates these connexions and overlaps.

Although in the detailed descriptions of the competences, the competences are referenced in only one competence area for a better readability. The competences concerned are notified in the table of content and in the detailed descriptions with an *.

All the steps in the development of the Common Competence Framework are summarized in the figure 1 below.

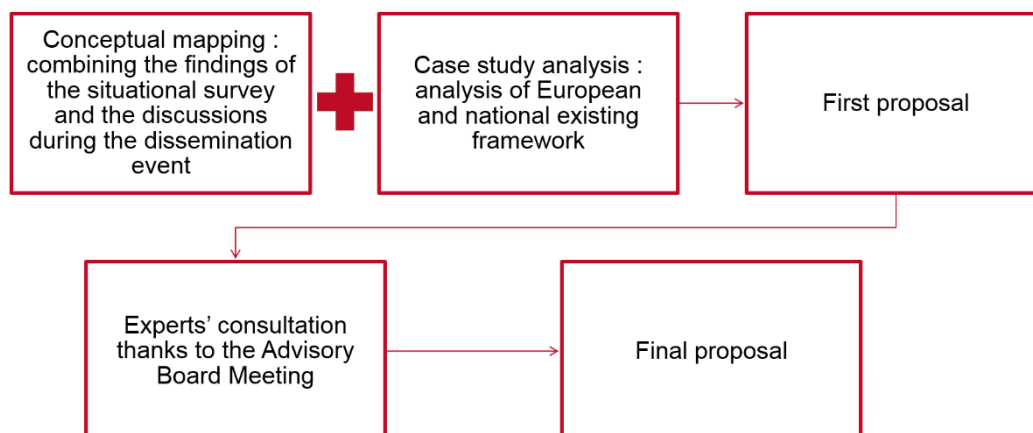


Figure 1: Phases of creation of the Common competence framework for cross-curricular teaching (output 2, CROSSCUT)

Partners involved: Education and Learning (Denmark), CICERO Learning (Finland), Centre International d'Etudes Pedagogiques (France), Directorate for Education and Training (Norway), Laboratory for Coherent Educational Research Institute (Poland) and University of Minho (Portugal)

Method: desk research

Sources: "Situational Survey, an insight on interdisciplinarity in Europe today" (CROSSCUT output 1), national competence frameworks, European competence frameworks (listed below)

Timeframe: February – October 2018

Sources

Based on

- **Common European Principles for Teacher Competences and Qualifications** (2010) European Commission. Education and Culture. Lifelong Learning: Education and Training policies. School education and higher education : <http://www.pef.uni-lj.si/bologna/dokumenti/eu-common-principles.pdf>
- **Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning** and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03): <https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en>
- **Descriptors defining levels in the European Qualifications Framework (EQF)** (2018). European Commission. Retrieved from <https://ec.europa.eu/ploteus/en/content/descriptors-page>

Denmark

- DK1: Ministerial order about theoretical professional postgraduate teacher training
- DK2: Ministerial order about bachelor's degree programme in education (professional bachelor)

Finland

- FI1: Ministry of Education and Culture (2016). Opettajankoulutuksen kehittämisen suuntaviivoja: Opettajankoulutusfoorumin ideoita ja ehdotuksia [Guidelines for developing teacher education: Teacher Training Forum' ideas and suggestions]. Opetus- ja kulttuuriministeriön julkaisu 2016:34.
- FI2: Husu, J. & Toom, A. (2016). Opettajat ja opettajankoulutus – suuntia tulevaan. Selvitys ajankohtaisesta opettaja- ja opettajankoulutustutkimuksesta opettajankoulutuksen kehittämisohjelman laatimisen tueksi [Teachers and Teacher Education – Directions for the future. A survey of topical teacher and teacher education research to support the development of the teacher education program]. Opetus- ja kulttuuriministeriön julkaisu 2016:33.

France

- FR1: Referential of professional skills in teaching and education professions (BO 30, 25 July 2013)

Norway

- NO1: Regulations relating to the Framework plan for VET Teacher Education for Grades 11-13
- NO2: National Guidelines for the VET Teacher Education Program for Grades 11-13
- NO3: National Guidelines for the Subject Teacher Education Program for Grades 8-13
- NO4: Regulations relating to the Framework plan for Subject Teacher Education for Grades 8-13
- NO5: Professional Digital Competence Framework for Teachers

Poland

- PL1: Standards of training for the teaching profession; Regulation of the Minister of Science and Higher Education of 17 January 2012 on education standards in preparation for work as a teacher (Text No. 131). Poland
- PL2: Requirements for primary, schools, secondary schools, art schools, continuing education centers, practical education centers and centers of vocational education and training (Regulation of the Ministry of Education 29 Sept. 2017, pos. 1611) - PL

Portugal

- PT1: Decree law N°240/2001 of August – General competence profile of professional performance of kindergarten teachers and teachers of primary and secondary education (Portugal)

European Union

- KeyComp: Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning (COM(2018)24, 17/01/2018)

- EntreComp: Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneur-ship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884
- DigComp : Vuorikari, R., Punie, Y., Carretero Gomez S., Van den Brande, G. (2016). DigComp 2.0: The Digital Competence Framework for Citizens. Update Phase 1: The Conceptual Reference Model. Luxembourg Publication Office of the European Union. EUR 27948 EN. doi:10.2791/11517

3. Read the reference framework and the competences

Based on the information collected by the “*Situational Survey, an insight on interdisciplinarity in Europe today*” and on the analysis of national and European frameworks, the CROSSCUT reference framework has been designed around the following structural dimensions:

- Dimension 1: Competence Areas

The Competence areas are based on the Common European Principles for Teacher Competences and Qualifications⁶. The CROSSCUT consortium found the framework designed in that document to be a good basis, adaptable to the competences related cross-curricular teaching:

- Competence Area A: Work with others to develop and implement cross-curricular teaching
- Competence Area B: Work with knowledge, technology and information to develop and implement cross-curricular teaching
- Competence Area C: Work with and in society to develop and implement cross-curricular teaching

A summary of each competence area has been written by the partners to synthesis the competences described in it.

- Dimension 2: Competences (figure 2 in the table below)

The competences have been categorised in one or several competence areas since some of them can be connected to several areas. Each competence areas are defined by the following aspects:

- Title of the competence;
- Detailed description of the knowledge, skills and responsibility and autonomy, classified as such, based on the European Qualifications Framework⁷. The descriptions are a summary written by the CROSSCUT consortium of the numerous references from national

⁶ Common European Principles for Teacher Competences and Qualifications (2010) European Commission. Education and Culture. Lifelong Learning: Education and Training policies. School education and higher education. Retrieved from <http://www.pef.uni-lj.si/bologna/dokumenti/eu-common-principles.pdf>

⁷ COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03): <https://publications.europa.eu/en/publication-detail/-/publication/cee970-518f-11e7-a5ca-01aa75ed71a1/language-en>

and European frameworks, they are available in point “4. Detailed description” of the document.

1. COMPETENCE AREA

Summary of the competences described in that competence area, written by the partners.

Competence

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> Of xxx
SKILLS
The teacher can:
<ul style="list-style-type: none"> xxx
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> xxx

Figure 2: Model for the detailed description of a competence in the reference framework

4. Reference framework overview

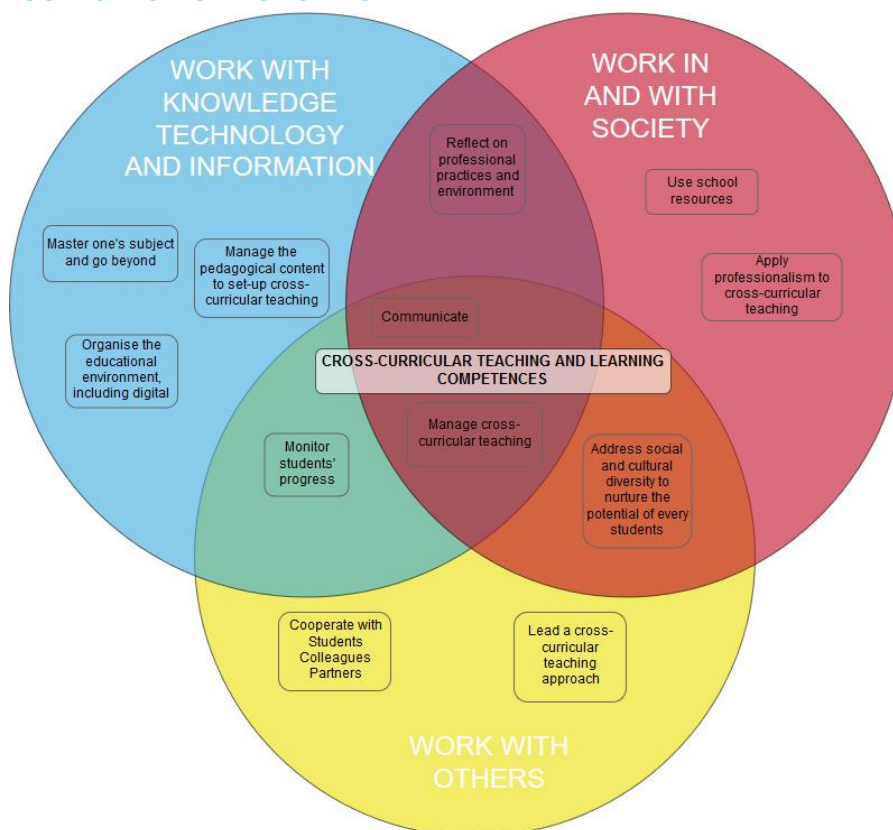


Figure 3: Reference framework diagram showing the categorisation of the competences in the three competence areas.

5. Detailed description of competences

COMPETENCE AREA A: WORK WITH OTHERS TO DEVELOP AND IMPLEMENT CROSS-CURRICULAR TEACHING

The teacher can cooperate with students, educational staff of the school, including other teachers, and with school partners to implement and improve their cross-curricular teaching methods and approaches. The teacher can mobilise all the relevant stakeholders to build an innovative, constructive and inclusive cross-curricular learning process and environment thanks to his or her leadership competences. Furthermore, the teacher applies diverse content and tools to monitor and assess students' cross-curricular learning in ways that contribute to fostering their desire to learn, support new learning strategies and help them to apply competences in new situations. The teacher is also able to analyse his or her classroom and school environment to implement various cross-curricular teaching strategies that address social and cultural diversity in order to nurture the potential of every students.

The teacher can communicate effectively by adapting his or her discourse and communication tools to the different audiences with whom he or she interacts. The teacher can manage cross-curricular teaching from the birth of an idea to the management of human, emotional and material resources.

1. Cooperate with students to develop and implement cross-curricular teaching

KNOWLEDGE
<p>The teacher has knowledge:</p> <ul style="list-style-type: none"> of the different digital arenas to support interaction during cross-curricular lessons and develop good relationships with students
SKILLS
<p>The teacher can:</p> <ul style="list-style-type: none"> interact and work with students manage interaction in the classroom during cross-curricular lessons and projects motivate students to actively learn and support each other in difficult situations, creating an atmosphere that contributes to learning teach and apply good judgement in a digital environment, based on the school's core ethical values useful in its cross-curricular lessons and projects
RESPONSIBILITY AND AUTONOMY
<p>The teacher, in a responsible and autonomous manner, can:</p> <ul style="list-style-type: none"> cooperate with all stakeholders in the cross-curricular educational process, promoting the establishment and development of relations of mutual respect between students, teachers, parents and non-teaching education staff

- include students in organising cross-curricular learning process by informing them about their learning progress and assessment and helping students to learn and plan individual development
- build relationships with students and create a constructive and inclusive cross-curricular learning environment

2. Cooperate with colleagues to develop and implement cross-curricular teaching

KNOWLEDGE

The teacher has knowledge:

- of the different stakeholders (children, pupils, parents and teachers) and partners of school education

SKILLS

The teacher can:

- work in teams with colleagues in order to develop cross-curricular teaching approach in their class and their school
- teach and guide cross-curricular learning processes of different students in cooperation with colleagues
- support and guide colleagues to cooperate with each other in planning, organizing, implementing and modifying cross-curricular lessons and projects as well as help each other and solve problems together

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- skilfully communicate using various techniques with persons who are involved in cross-curricular pedagogical activities
- show respect, compromise and overcome prejudices and to compromise while collaborating with others in order to contribute to cross-curricular teaching within the school
- critically discuss digital technology, digital teaching materials, and digital learning resources in a professional community, to integrate cross-curricular teaching in the culture of the school

3. Cooperate with school's partners and the local community to develop and implement cross-curricular teaching

KNOWLEDGE

The teacher has knowledge:

- of the possibilities of local, national, European and international partnerships
- of the possibilities of exchange and collaborations with other schools
- of interplay between schools and the surrounding community such as external formal and informal educational institutions, governmental and non-governmental organisations and local industry

SKILLS

The teacher can:

- collaborate and network with regional, national and international partners
- contribute to the development of school as an organisation and learning environments in collaborative networks

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- cooperate, where appropriate, with other governmental institutions, local authorities, and other sports, cultural and socio-economic institutions and identify their role and action
- cooperate with other schools or institutions, particularly in the context of a digital working environment and with a view to fostering the relationship between cycles and levels of education
- value the school as a centre of social and cultural development, cooperating with other community institutions and participating in their projects
- contribute to innovation processes and new way of thinking in order to carry out professional development and contribute to involvement of local work, community and cultural life in the education
- actively participate in developing educational programmes and their interplay with the surrounding communities
- systematically analyse teaching relevant problems and can suggest actions in regions, at schools and in classes

4. Lead a cross-curricular teaching approach

SKILLS

The teacher can:

- change circumstances and support cross-curricular teaching development
- introduce new innovations and initiate, guide and lead creative processes in order to achieve students' cross-curricular learning objectives of their curriculum
- guide and motivate students in their cross-curricular learning processes and create a constructive and inclusive learning environment
- animate work on the development of students in cross-curricular pedagogical processes, support their independence in gaining knowledge and lifelong learning
- identify and set learning objectives, motivate students, and develop resilience and confidence to pursue and succeed at cross-curricular learning

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- develop a sense of initiative, pro-activity

<ul style="list-style-type: none"> be forward-looking, courageous and perseverant in achieving students' cross-curricular learning objectives
<ul style="list-style-type: none"> initiate processes that create educational value for cross-curricular teaching, take up challenges, act and work independently and collectively to achieve goals, stick to intentions and carry out planned tasks
<ul style="list-style-type: none"> mobilise others to implement cross-curricular teaching in their class and school, inspire and enthuse relevant stakeholders in order to get the support needed to achieve valuable outcomes by demonstrating effective communication, persuasion, negotiation and leadership
<ul style="list-style-type: none"> motivate others and value their ideas, have a sense of empathy and taking care of students and colleagues, as well as accept responsibility of taking ethical approaches throughout the process
<ul style="list-style-type: none"> reflect on one's needs, aspirations in the short, medium and long term
<ul style="list-style-type: none"> identify and assess your individual and group strengths and weaknesses
<ul style="list-style-type: none"> believe in one own ability to influence the course of events, despite uncertainty, setbacks and temporary failures
<ul style="list-style-type: none"> be determined to turn ideas into action and satisfy one's need to achieve the planned goals
<ul style="list-style-type: none"> be prepared to be patient and support the achievement of individual or group aims
<ul style="list-style-type: none"> be resilient under pressure, adversity, and temporary failure

5. Monitor progress and assess students in cross-curricular teaching*

This competence is referenced under the competence area "Work with others to develop and implement cross-curricular teaching" but it is also connected to the competence area "Work with knowledge, technology and information to develop and implement cross-curricular teaching".

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> of cross-curricular didactics and detailed methodology of cross-curricular pedagogical activities
<ul style="list-style-type: none"> of assessment tests design and conduct class for cross-curricular teaching in relation to appropriate educational stages of every students
SKILLS
The teacher can:
<ul style="list-style-type: none"> plan cross-curricular lessons, justify its cross-curricular strategies, implement and lead them
<ul style="list-style-type: none"> assess the suitability of typical and innovative methods, procedures and good practices to implement cross-curricular teaching related to the relevant educational stages
<ul style="list-style-type: none"> collaborate with students and educational staff to define and evaluate cross-curricular learning objectives
<ul style="list-style-type: none"> implement didactic and educational tasks of the school, including the independent preparation and adaptation of the curriculum to the cross-curricular learning objectives

<ul style="list-style-type: none"> describe the characteristics of cross-curricular competence, provide learning feedback and document students' cross-curricular learning and help students to reflect on their own cross-curricular competence and progress
<ul style="list-style-type: none"> evaluate students' cross-curricular learning
<ul style="list-style-type: none"> build and use effective tools to assess needs, progress and the degree of acquisition of cross-curricular knowledge, skills and competences by students
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> prepare the cross-curricular lessons and, for this purpose, define the pedagogical progression through the identification the objectives, contents, devices, didactic obstacles, support strategies, training and evaluation methods of cross-curricular teaching
<ul style="list-style-type: none"> include the assessment of students' interdisciplinary progress and achievements in their pedagogical backgrounds
<ul style="list-style-type: none"> promote cross-curricular learning and ways to organise and communicate, as well as the active involvement of students in their learning process and curriculum management
<ul style="list-style-type: none"> promote cross-curricular learning under the objectives of the class and school project, developing essential and basic skills that are part of it
<ul style="list-style-type: none"> share with the students the cross-curricular objectives and expectations formulated for them, and use different work methods adapted to the needs of students

COMPETENCE AREA B: WORK WITH KNOWLEDGE, TECHNOLOGY AND INFORMATION TO DEVELOP AND IMPLEMENT CROSS-CURRICULAR TEACHING

The teacher masters the content of his or her own subject and is able to work with a variety of types of knowledge that goes beyond his or her own specific subject such as the pedagogical and didactics relevant to cross-curricular teaching. The teacher is able to reflect over his or her own professional practice and the effect cross-curricular teaching has on learning in the school environment to determine what he needs in terms of professional development. The teacher can communicate effectively by adapting his or her discourse and communication tools to the different audiences with whom he or she interacts. The teacher can manage cross-curricular teaching from the birth of an idea to the management of human, emotional and material resources.

The teacher can adapt his or her pedagogical content to cross-curricular approaches, integrate teaching and curricula evolutions, and also new learning concepts, methods and links, and helps students achieve learning outcomes across subjects. The teacher possesses the competence to plan and guide learning work, and understands, develops and manages the cross-curricular learning environment in order to foster students' learning across subjects, particularly through digital competences. The teacher applies diverse content and tools to monitor and assess students' cross-curricular learning in ways that contribute to fostering their desire to learn, support new learning strategies and help them to apply competences in new situations.

6. Master his or her own subject and go beyond to develop and implement cross-curricular teaching

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> of one discipline and his or her field of study
<ul style="list-style-type: none"> enough of at least in three different subjects (at least two different subjects apart from its main subject) to have cross-curricular teaching competence
<ul style="list-style-type: none"> of the goals and content of education, the requirements of the common knowledge, skills and culture base and the prior and next cycle learning outcomes in order to adapt and include cross-curricular teaching in the pedagogical framework
<ul style="list-style-type: none"> of important societal themes into teaching
<ul style="list-style-type: none"> of cross-curricular cooperation and common topics for students in different study programs
SKILLS
<ul style="list-style-type: none"> locate the fundamental reference points, epistemological issues and didactic problems
<ul style="list-style-type: none"> see one's own subject in a full picture, cooperate with other teachers about the teaching of cross-curricular issues in order to make the interplay and progression clear to the students
<ul style="list-style-type: none"> create a good connection between the overall principles of the education and the subject curricula
<ul style="list-style-type: none"> contribute to the implementation of cross-curricular topics, for instance health education, citizenship education, education for sustainable development and arts and culture education

<ul style="list-style-type: none"> organise educational processes that enables students to link different fields of knowledge and its use
<ul style="list-style-type: none"> contribute to students' mastery of the common base of knowledge, skills and culture, thanks to cross-curricular teaching
<ul style="list-style-type: none"> contribute to the implementation of cross-curricular projects in support of the objectives set out in the curricula
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> apply specific knowledge of their expertise, as well as transverse and multidisciplinary knowledge appropriate for their level and cycle education
<ul style="list-style-type: none"> promote the integration of transversal skills (creativity, responsibility, collaboration) and transfer of learning through appropriate cross-curricular approaches
<ul style="list-style-type: none"> place its intervention in the curricula, to contribute to the complementarity and continuity of teaching and educational activities
<ul style="list-style-type: none"> integrate the cross-curricular project approach and social practices of the community, giving them educational relevance

7. Manage the pedagogical content to set-up cross-curricular teaching

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> of pedagogy, didactics and interplay between subjects can adapt his or her teaching methods to introduce cross-curricular teaching
<ul style="list-style-type: none"> of a varied repertoire of teaching and learning strategies, working methods and teaching materials in the subjects, including for cross-curricular teaching
<ul style="list-style-type: none"> of learning processes and mechanisms, taking into account the contributions of research and practical experience
<ul style="list-style-type: none"> of psychological and pedagogical knowledge allowing to understand human development processes, socialization, upbringing and teaching – learning, useful for cross-curricular teaching
SKILLS
The teacher can:
<ul style="list-style-type: none"> apply research and experience-based knowledge to identify and work systematically with basic skills, plan and direct teaching in different learning areas leading to good academic and social learning processes such as cross-curricular teaching
<ul style="list-style-type: none"> work on the comprehensive implementation of didactic and educational tasks of the school, including the independent preparation and adaptation of the curriculum to cross-curricular teaching
<ul style="list-style-type: none"> use and refer to relevant literature and research results to make informed choices and carry out pedagogical development work

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- give ground for their choices in planning, carrying out, evaluate and develop cross-curricular teaching
- apply scientific knowledge about cross-curricular teaching to its own teaching practices
- transfer their existing competencies to new digital environments, technologies and situations

8. Organise the educational environment, including digital, to develop and implement cross-curricular teaching

KNOWLEDGE

The teacher has knowledge:

- of how a digital environment is relevant in the management of learning processes, which leads to requirements for organisation, clarity and choice of teaching methods
- of how the development of reading, writing, numeracy and oral skills in subjects and across subjects is changing in a digital environment
- of the correlation between aims, content, teaching methods, assessment, and the individual student's preconditions for learning and development in a digital environment

SKILLS

The teacher can:

- use, combine and create versatile learning environments in a pedagogically meaningful way
- select and use available materials, means and methods of work to design and effectively carry out cross-curricular pedagogical activities and use modern technologies
- use theoretical and practical knowledge in the field of pedagogy and psychology to observe, analyse and interpret a situation, as well as motives and behaviour patterns of participants in order to choose strategies for implementing practical cross-curricular activities at particular educational stages
- use digital teaching materials and digital learning resources to support the development of all basic skills in and across subjects
- locate, critically evaluate, choose, and integrate digital resources based on pedagogical, subject didactic, and professional criteria, and adapt their use to cross-curricular teaching
- facilitate teaching and learning in a digital environment that can result in academic, creative, and social learning processes, as cross-curricular teaching, in an inclusive learning environment

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- plan, implement, and reflect on teaching in a digital environment, alone and in collaboration with others, based on steering documents, research, and experience-based knowledge

8.1. Digital competences useful to manage cross-curricular teaching

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> of national steering documents and international guidelines, linked to learning and teaching in a digital environment
<ul style="list-style-type: none"> of the influence that digital developments have on the distinctive character of schools and the teaching profession, the school's objectives, its core values, legal basis, current curricula and the various rights of students
<ul style="list-style-type: none"> of how digital technologies can support communication, creativity and innovation, and how to become aware of their opportunities, limitations, effects and risks
<ul style="list-style-type: none"> about the law, rules and guidelines concerning intellectual property rights, and how to handle the personal data of students, guardians and colleagues
SKILLS
The teacher can:
<ul style="list-style-type: none"> make effective use of technology to exchange, teach and train
<ul style="list-style-type: none"> use, access, filter, evaluate, create, program and share digital content
<ul style="list-style-type: none"> diversify the use of information technology in pedagogical work
<ul style="list-style-type: none"> use digital technology, digital teaching materials, and digital learning resources to create frames for developing the pupils' creativity, innovation, problem solving skills, algorithmic thinking, and entrepreneurship that they need in a globalised society, and a constantly changing labour market
<ul style="list-style-type: none"> contribute to the modification and development of cross-curricular teaching, in line with new knowledge about teaching and learning in a digital environment
<ul style="list-style-type: none"> manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence or robots.
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> develop digital competence which involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society
<ul style="list-style-type: none"> contribute to students' understanding of how digital arenas can provide opportunities for participation in democratic and cultural processes, when using digital tools during cross-curricular lessons
<ul style="list-style-type: none"> make the best use of digital tools, resources and uses, in particular to enable the individualisation of learning and develop collaborative and cross-curricular learning
<ul style="list-style-type: none"> interact through a variety of digital technologies and to understand appropriate digital communication means to cross-curricular teaching
<ul style="list-style-type: none"> share data, information and digital content with others through appropriate digital technologies, act as an intermediary and know about referencing and attribution practices

<ul style="list-style-type: none"> use digital tools and technologies for collaborative processes, and for co-construction and co-creation of resources and knowledge for cross-curricular lessons or project
<ul style="list-style-type: none"> be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments, as well as adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments
<ul style="list-style-type: none"> assess needs and identify, evaluate, select and use digital tools and possible technological responses to solve them; adjust and customise digital environments to cross-curricular teaching

9. Manage cross-curricular teaching*

This competence is referenced under the competence area “Work with knowledge, technology and information to develop and implement cross-curricular teaching” but it is also connected to the two other competence areas “Work with others to develop and implement cross-curricular teaching” and “Work in and with society to develop and implement cross-curricular teaching”.

9.1 Design a project with colleagues: branding best practices, strategic planning of activities of a project, and allowing time for students to engage in the project and learn, link cross-curricular projects to subject learning objectives and to cross-curricular learning objective.

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> about standards, procedures and good practices applied in cross-curricular pedagogical activities
<ul style="list-style-type: none"> of the different contexts and opportunities for turning ideas into action in cross-curricular pedagogical activities, and an understanding of how these arise
SKILLS
The teacher can:
<ul style="list-style-type: none"> perform and distinguish different roles in a team; undertake and assign tasks; develop its elementary organizational skills allowing for the design and implementation of cross-curricular pedagogical activities, cooperate with other educational stakeholders
<ul style="list-style-type: none"> set long-, medium- and short-term goals, define priorities and action plans, adapt to unforeseen changes
ZESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> responsibly prepare for its work, design and perform cross-curricular pedagogical activities

9.2 Think creatively

RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> act upon opportunities and ideas and to transform them into cross-curricular activities; founded upon creativity, critical thinking and problem solving, taking initiative and perseverance
<ul style="list-style-type: none"> build cross-curricular pedagogical activities that are founded on creativity, including imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation

9.3 Cope with uncertainty

SKILLS
The teacher can:
<ul style="list-style-type: none"> cope with uncertainty and complexity, empathize and manage conflict
<ul style="list-style-type: none"> cope with uncertainty, ambiguity and risk as part of making informed decision
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> adopt a problem-solving attitude supporting both the learning process and the individual's ability to handle obstacles and change
<ul style="list-style-type: none"> make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
<ul style="list-style-type: none"> within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
<ul style="list-style-type: none"> handle fast-moving situations promptly and flexibly

9.4 Manage time, space and resources

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> of approaches to planning and management of projects, which includes both processes and resources
SKILLS
The teacher can:
<ul style="list-style-type: none"> work together and cooperate with others to develop ideas and turn them into action; network; solve conflicts and face up to competition positively when necessary
<ul style="list-style-type: none"> manage time and information, work with others in a constructive way
<ul style="list-style-type: none"> mobilise resources meaning get and manage the material, non-material and digital resources needed to turn ideas into action; make the most of limited resources; get and manage the competences needed at any stage

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- work independently and in cooperation with others in order to facilitate students' learning and development through cross-curricular teaching, guide learning processes which meet the development of individual

10. Reflect on professional practice and environment to develop and implement cross-curricular teaching*

This competence is referenced under the competence area "Work with knowledge, technology and information to develop and implement cross-curricular teaching" but it is also connected to the competence area "Work in and with society to develop and implement cross-curricular teaching".

KNOWLEDGE

The teacher has knowledge:

- of relevant research literature and current legal and planning work and may apply this to new areas relevant to professional practice
- of national and international research and development work relevant to the teacher profession within the field of cross-curricular teaching
- about designing the path of their own development and career advancement

SKILLS

The teacher can:

- think and act creatively in changing environments
- anticipate change and be enterprising
- evaluate and change its own teaching in a variety of ways
- design a plan of own professional development
- complete and update its scientific, didactic and pedagogical knowledge
- keep abreast of research findings in order to be able to engage in projects and pedagogical innovation approaches aimed at improving practices.
- analyse national curricula and develop local curricula as the basis for planning, implementation and assessment of its own teaching
- master relevant work processes, tools, techniques and forms of expression, and reflect on their own work and adjust their pedagogical activities
- independently acquire knowledge and develop their professional skills related to pedagogical activity, using various sources
- analyse its own pedagogical activities and indicate areas that need to be modified, can experiment and implement innovative activities

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- identify their own learning, competence development needs, the guidance and support available for meeting future needs in school, work and social life
- nurture a willingness for lifelong professional growth
- reflect upon oneself, remain resilient and manage one's own learning and career
- learn and train on its own in its different modalities and areas of application, as a regulator and promoter of quality of teaching
- reflect on its practice - alone and among peers - and reinvest the results of its reflection in action
- evaluate its level of knowledge and skills and understand the need for continuous professional training and personal development for the implementation of pedagogical activities
- use any experience as a learning opportunity, reflect and learn from both success and failure (own and other people's)
- identify digital competence gaps i.e. where one's own digital competence needs to be improved or updated; to be able to support others with their digital competence development; to seek opportunities for self-development and to keep up-to-date with the digital evolution

COMPETENCE AREA C: WORK WITH AND IN SOCIETY TO DEVELOP AND IMPLEMENT CROSS-CURRICULAR TEACHING

Teacher supports students to develop into fully participating and active members of society by addressing social and cultural diversity as well as identifying common values across subjects. The teacher is able to analyse his or her classroom and school environment to implement various cross-curricular teaching strategies in order to nurture the potential of every students and to determine what he needs in terms of professional development. The teacher understands the school as a learning organisation and knows how to integrate the mandate and values of the school into own cross-curricular teaching practices. The teacher is aware that the development of own professional identity in light of cross-curricular teaching competences is a lifelong, dynamic, situational and flexible process that requires motivation, openness, engagement and growth mentality.

The teacher can communicate effectively by adapting his or her discourse and communication tools to the different audiences with whom he or she interacts. The teacher can manage cross-curricular teaching from the birth of an idea to the management of human, emotional and material resources.

11. Address social and cultural diversity to nurture the potential of every students to develop and implement cross-curricular teaching*

This competence is referenced under the competence area “Work with and in society to develop and implement cross-curricular teaching” but it is also connected to the competence area “Work with others to develop and implement cross-curricular teaching”.

KNOWLEDGE
The teacher knows:
<ul style="list-style-type: none"> about human growth, upbringing and development, and how these can be affected by cross-curricular teaching and learning
<ul style="list-style-type: none"> of youth culture and youth development and learning in different social and multicultural contexts
<ul style="list-style-type: none"> of the ethical dimension of diagnosing and assessing students
<ul style="list-style-type: none"> how to enhance and support learners’ sense of social belonging through cross-curricular teaching activities
SKILLS
The teacher can:
<ul style="list-style-type: none"> conduct individualised pedagogical activities, individualise tasks and adapt cross-curricular teaching methods and contents to the individual and group needs and abilities, including to students with special educational needs
<ul style="list-style-type: none"> adapt its cross-curricular teaching and educational activities to the diversity of students
<ul style="list-style-type: none"> identify thoughtfully and respect cultural and personal differences of students and other members of the education community, valuing different knowledge and cultures and combating exclusion and discrimination

<ul style="list-style-type: none"> support students develop their critical thinking skills, distinguish knowledge from opinions or beliefs, and encourage them to respect the thinking of others through cross-curricular teaching activities
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> develop students' autonomy and contribute to their full inclusion in society, considering the complex and differentiated nature of cross-curricular teaching and learning
<ul style="list-style-type: none"> develop differentiated cross-curricular teaching strategies that contribute to success and achievement of each student in the socio-cultural context of a diverse society
<ul style="list-style-type: none"> enhance and support learners' sense of belonging by mobilising values, the diversity of everyone's knowledge and experience
<ul style="list-style-type: none"> promote the quality of educational process to ensure the well-being of students and the development of their individual and multiple cultural identity
<ul style="list-style-type: none"> motivate students to actively learn and support them in difficult situations, creating positive social interdependence between students through cross-curricular learning

12. Use school resources to develop and implement cross-curricular teaching

KNOWLEDGE
The teacher has knowledge:
<ul style="list-style-type: none"> of the school as an organisation, as well as relevant educational policies
<ul style="list-style-type: none"> about the ecology of main educational environments, their specificity and processes occurring in them
<ul style="list-style-type: none"> about structure and function of the education system - objectives, legal basis, organization and functioning of educational, educational and caring institutions
SKILLS
The teacher can:
<ul style="list-style-type: none"> take into account the characteristics of the school or institution, its audiences, its socio-economic and cultural environment, and identify the role of all actors to develop cross-curricular teaching
<ul style="list-style-type: none"> perceive school and the community as spaces of inclusive education and social intervention, as part of a comprehensive education of students for democratic citizenship

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- undertake individual and team activities to improve the quality of cross-curricular pedagogical activities of the school
- participate in the construction, development and evaluation of the school's educational project and their curricular projects as well as on management activities and school management, in view of the articulation between the various levels and educational cycles

13. Apply professionalism to cross-curricular teaching

KNOWLEDGE

The teacher has knowledge:

- of the relationships between individual, social and cultural factors, including in the work of special needs education, equality and dropout rates
- of ethics in the teaching profession

SKILLS

The teacher can:

- work professionally, ethically and with value
- use ethical principles and norms in the performed activity
- be socially and culturally active and competent
- be courageous to develop and experiment
- be able to lead oneself
- shape students' ability to learn

RESPONSIBILITY AND AUTONOMY

The teacher, in a responsible and autonomous manner, can:

- be convinced of the sense, value and need to undertake pedagogical activities in the social environment; be ready to take on professional challenges; show activity, take up work and be perseverant in the implementation of individual and team professional tasks resulting from the role of a teacher
- understand the importance of professionalism, reflection on ethical issues and adherence to the principles of professional ethics
- practically carry out professional tasks resulting from the role of a teacher
- has a professional attitude towards and can critically reflect over professional ethical and educational policy issues locally and globally
- Participate in the development and implementation of the school and institution project

14. Communicate on cross-curricular teaching*

This competence is referenced under the competence area “Work with knowledge, technology and information to develop and implement cross-curricular teaching” but it is also connected to the two other competence areas “Work with others to develop and implement cross-curricular teaching” and “Work in and with society to develop and implement cross-curricular teaching”.

KNOWLEDGE
The teacher knows:
<ul style="list-style-type: none"> about processes of interpersonal and social communication, including pedagogical and their regularity and disturbances how interaction in a digital environment expands the space for communication, as well as challenging and changing traditional relationships
SKILLS
The teacher can:
<ul style="list-style-type: none"> communicate with people from different backgrounds, who are in different emotional condition, dialogically resolve conflicts and construct a good atmosphere for communication in the classroom describe and simply explain its teaching to a member of the educational community or a parent. communicate both orally and in writing in a variety of situations and to monitor and adapt their own communication to the requirements of the situation communicate constructively in different environments, collaborate in teams and negotiate including showing tolerance, expressing and understanding different viewpoints, as well as the ability to create confidence and feel empathy conduct an interview, facilitate a meeting and practise mediation using clear language adapted to the situation.
RESPONSIBILITY AND AUTONOMY
The teacher, in a responsible and autonomous manner, can:
<ul style="list-style-type: none"> identify, understand, express, create, and interpret concepts, facts and opinions in both oral and written forms, using visual, audio and digital materials across disciplines and contexts engage in critical and constructive dialogue, communicate and connect effectively with others, in an appropriate and creative way skillfully communicate using various techniques, both with persons who are subjects of pedagogical activity, as well as with other persons cooperating in the didactic-educational process and specialists who support this process use, depending on the different situations, and adequately incorporate various media, especially information and communication technologies, in cross-curricular activities