

Examples of Didactic Teaching skills

1. Plan	2. Lead and Teach	3. Evaluate and Follow up on Teaching	4. Apply the Subject and Subject Didactic Knowledge	5. Document, Assess and Give Feedback on Learning
<p>Prepare plans</p> <ul style="list-style-type: none"> • Take support in course plans and curriculum when planning • Plan a structured and well prepared lesson • Plan education for a term • Plan education for a year 	<p>Implementing functional and thoughtful lessons</p> <ul style="list-style-type: none"> • a clear, visible and interesting start • frames the lesson and concretizes specific learning content (what, how, when) and purpose (why) in a comprehensible way and adapted to the age of the pupils • puts the lesson into a larger context • adapts the room's space and furnishings to the goals of the teaching • speaks to pupils in a positive way • shows warmth, empathy, humor and commitment • creates a permissive climate in the classroom 	<p>Utvärdera planering</p> <ul style="list-style-type: none"> • discusses the planning with the supervisor, how did the plan work out in practice? • evaluate the progression in relation to the governing documents • evaluates his/her pedagogical choices/didactic considerations • 	<ul style="list-style-type: none"> • Applies subject didactic knowledge in relation to the pupils various pre-knowledge and different premises • Adapts and develops briefings, questions and tasks to the group and to the individual pupils in question • Adapts subject matter and the activities during the lesson so that it is thought-provoking • asks "open" questions • helps pupils to develop their thoughts and their arguments • gives tasks that stimulates student activity 	<p>Documenting and evaluating pupils learning and knowledge to relevant educational goals</p> <ul style="list-style-type: none"> • discusses different forms of assessment with the supervisor • discusses how to give the pupils different possibilities to demonstrate their knowledge • gives the pupils varied possibilities to demonstrate their knowledge • tries different ways of documenting and assessing pupils' development in knowledge • documents the pupils' development in learning in a clear and descriptive way • gives an account of different qualities of knowledge • makes versatile and equal assessments • is objective and fair in his/her documentation, assessment and grading

Examples of Didactic Teaching skills (cont...)

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<p>Planning shows...</p> <ul style="list-style-type: none"> • how the aim of the lesson and the subject will be explained • how the teaching content will be presented and dealt with • how time is planned/distribution of time • how the "room" best should be prepared and organized • how groups will be organized • what the teacher will do and what the pupils will do in each activity (ask question/answer questions/take notes/discuss in groups/..) • what material has to be prepared and how • how to motivate and activate 	<p>Varies the teaching</p> <ul style="list-style-type: none"> • different working methods and forms of work • pupils work both independently and together with others • varies between teacher-led and student active forms • uses different types of media and digital technology • uses different aesthetic forms of expression 	<p>Evaluate implementation</p> <ul style="list-style-type: none"> • evaluate the application of the guidance documents – did the pupils understand the purpose and were they given the opportunity to practice and learn it? • analyzes strengths and weaknesses in his/her teaching and leadership • gives examples of how leadership can be developed 	<p>Teaching is adapted to the pupils in the group</p> <ul style="list-style-type: none"> • the pupils are allowed to work at different paces with the subject content • adapts subject content to the group's interests and needs • challenges pupils • provides tasks "open" answers (i.e. not yes or no-questions or questions with just one solution) • organizes subject content and groups based on knowledge of the students' relations and their requirements of teaching • asks developing questions about the subject content to get a picture of the pupils' understanding 	<p>Correction, knowledge control and formative feedback</p> <ul style="list-style-type: none"> • corrects pupil's assignments and reflects on what affects the results • carries out a knowledge check at the beginning of a section and then follows up with a knowledge check and reflects on the results and the pupils' learning-outcome • observes, documents and reflects on pupils' learning and progress during and after the lesson/work period • gives concrete examples of occasions when learning has taken place • follows up and provides constructive, task-oriented feedback

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<p>Adapt and develop a teaching content adjusted to the pupils' age, abilities, needs, expectations and the school's/ organization's possibilities</p> <ul style="list-style-type: none"> • there is a clear progression between the different lessons • adjust to pupils' age and the possibilities of the organization • plan for alternative (easier and more difficult) tasks to meet the pupils' various needs/abilities • take into consideration pupils who need extra support and prepare for their needs • plan for activities "with no roof" so that pupils in different ways can delve deeper and work actively on the tasks throughout the allocated lesson time 	<p>Conduct well-structured lessons</p> <ul style="list-style-type: none"> • works actively with learning in relation to the goal of the lesson • creates an overview and a context • uses a language that the student understands • gives clear instructions, explanations and summaries • balance between advanced and everyday expressions, between abstract and concrete • summarizes and checks that all pupils have understood and relates to the next lesson • gives pupils time to reflect on their learning and challenge pupils to reflect on and evaluate their learning outcomes themselves • allows the pupil/group to summarize/summarize • walks around the pupils and listens/observes to see their understanding 	<p>Evaluate the teaching in relation to the pupils' learning</p> <ul style="list-style-type: none"> • talks with and evaluates together with the pupils - listens to how they experienced the teaching and what they learned • talks about the work process with both pupils and supervisors • reflects on the pupils' learning in relation to the purpose of the lesson • reflect on his/her own actions, how the teaching worked (regarding e.g. explanations, assignments, briefings - were they clear and helped the pupils develop the intended knowledge?) and what consequences this has for the pupils' learning • draw conclusions and give examples of how planning and implementation of teaching can be developed to increase the pupils' learning 	<p>Adapts for pupils who need support</p> <ul style="list-style-type: none"> • sets aside time for those who need to practice more • have relevant and not too low expectations for all pupils' efforts and achievements • offers different learning tools • maintains work and study tranquility and ensures that pupils can work undisturbed 	<p>Feedback</p> <ul style="list-style-type: none"> • provides feedback on what needs to be developed and how, in order to reach knowledge requirements • justifies his assessment to the pupils in a way they understand • argues for his/her decisions and considerations of estimation of the pupil's knowledge, in relation to the requirements of the governing document

Examples of Didactic Teaching skills (cont..)

1. ...Plan..	2....Lead and Teach...			
<p>Plan for unexpected incidents</p> <ul style="list-style-type: none"> • more time is left • time is not enough • fire alarm • problems with technique • the pupils show no interested in the subject • lack of teachers (for ex a teacher gets sick) • 	<p>Tydligt och anpassat ledarskap</p> <ul style="list-style-type: none"> • dares to take space and uses voice, pace, body language in a safe and clear way and to create commitment and understanding • invites pupils to dare ask questions if they do not understand • adapts based on the situation - repeats and develops teaching depending on the pupils' abilities, interests and needs • manages transitions between activities without disrupting order or making pupils feel insecure • creates motivation for various activities and places the task in a context relevant to the pupil and connects to the pupil's interests • listens to what the student says and responds with interest • encourages pupils to listen to each other's opinions • gives pupils space to speak • expresses positive expectations and encourages 			

Examples of Social Teaching skills

6. Adjust leadership	7. Act responsibly based on the school's values	8. Cooperate	9. Show self-reflection and accept constructive criticism
<p>Adapt leadership to the situation and the group</p> <ul style="list-style-type: none"> establishes good contact with the pupils balances the initiative of individual pupils and the needs of the group treats every one with respect works actively to ensure that all pupils are involved expresses himself clearly and comprehensibly adapts his communication to pupils' different conditions and prerequisites shows empathy with pupils based on their demonstrated conditions 	<p>Acting as a role model</p> <ul style="list-style-type: none"> takes responsibility for his/her actions and acts as a role model in the school environment by showing responsible, empathetic and respectful behavior acts deliberately and flexibly based on the requirements of the situation and with regard to the school's base of values presents and supports the pupils when necessary 	<p>Collaborates with and shows respect</p> <ul style="list-style-type: none"> towards all occupational categories in the workplace towards parents/guardians (when possible), colleagues, pupils, etc. <p>Collaborates on e.g.</p> <ul style="list-style-type: none"> planning joint teaching pupils with special needs assessment joint activities 	<p>Shows in reflection on planning and teaching ability to learn from previous experiences and feedback</p> <ul style="list-style-type: none"> reflects on and identifies his need for additional knowledge to develop his/her didactic abilities and his leadership reflects on strengths and weaknesses based on different perspectives actively participates (listens and discusses) in collegial conversations about the professional role accepts constructive criticism about the professional role in an open and positive way develops his actions based on self-reflection and constructive criticism
<p>Communicates to pupils that he/she is aware of the various activities going on in the classroom</p> <ul style="list-style-type: none"> positions himself strategically and flexibly in the room to be able to influence order and concentration among the pupils shows with body language and gestures that he is aware of the pupils' behavior 	<p>Behaves responsibly and shows that he has understood that he is a representative of a profession</p> <ul style="list-style-type: none"> treats pupils with respect for their person and integrity and protects each individual against harm, violation and harassment demonstrates appropriate and respectful behavior takes responsibility for his actions and acts as a role model in the school environment 	<p>Participate and show initiative and interest</p> <ul style="list-style-type: none"> takes initiative to interact with pupils, other students and staff and shows an interest in working together actively participates in collaboration on e.g. work team meetings, conferences, study days, in subject groups, break activities/on-call 	

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<p>Situational leadership</p> <ul style="list-style-type: none"> creates, through situationally adapted leadership, good conditions for pupils ' participation and development balances, through situationally adapted leadership, the needs of the individuals and the group organizes and adapts the physical environment of the classroom to the form and content of the teaching so that pupils are given the conditions to perform their tasks without being disturbed by peers 	<p>Handles challenging/inappropriate/disruptive behavior inside and outside the classroom in a conscious and respectful manner</p> <ul style="list-style-type: none"> listens, talks with, observes and pays attention to pupils' different needs and abilities in an empathetic way prevents conflicts draws attention to conflicts in an observant and responsive manner corrects inappropriate behavior without anyone "losing face" Handles/intervenes directly in derogatory or offensive expressions such as negative comments, sighs, stares, etc. 	<p>Works to maintain trusting relationships with pupils /colleagues/guardians and be responsive to their views</p> <ul style="list-style-type: none"> does not discriminate against anyone with regard to gender, sexual identity, ethnic, political and religious affiliation or social and cultural background, nor on the basis of ability or performance is careful with information about pupils and does not pass on information received in the service unless it is necessary for the pupil's best interests avoids putting misleading labels on pupils in need of extra adaptation and special support calls out and gets involved against such development trends and actions in school and society that can harm the pupils respects the competence, obligations and responsibilities of colleagues as well as other professional groups in everyday school life draws on the expertise of others to help pupils when necessary 	<p>Balances demands and expectations and values work effort in relation to available time</p> <hr/> <p>Work purposefully to develop in their professional role</p> <ul style="list-style-type: none"> draws conclusions from self-reflection, collegial conversations and received constructive criticism gives examples of how one's own actions can be developed for a sustainable professional role