

**Professional teacher education (60 cr): Competence goals and assessment criteria of professional pedagogical competence (38 credits)**

<b>PEDAGOGICAL COMPETENCE IN PLANNING, IMPLEMENTATION AND ASSESSMENT 38 CR</b>	
<b>Pedagogical Competence I (5 cr)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in planning:</b>	
1. You are familiar with the documents that regulate planning teaching and guiding.	– As a part of teacher’s work, you explore documents correlating to planning education and guidance in your own substance field.
2. You understand the various practises and approaches of guiding in vocational and academic education.	– You explore the supervision plan and how to use it in vocational and academic education. – You consider the methods and practises of guidance in your own substance field.
3. You comprehend the relevance of a learning process in the planning of teaching and guidance.	– You explore various theories of learning and comprehensively reflect your own view of learning. – You consider how the learning process manifests in the learning and teaching of your own substance field. – In your analysis, you use your experience, scientific literature and other reliable sources.
<b>Competence in assessment and feedback:</b>	
4. You understand the meaning and goals of assessment in the learning process.	– You consider the role and goals of assessment and explore the meaning of assessment in learning.
5. You understand the amendments, guidelines and practises that regulate and govern assessment in vocational and higher education.	– You examine the amendments, guidelines and practises in teacher’s work and in your own substance field. – You examine the practises and execution of personalizing the studies in vocational and higher education.
<b>Pedagogical Competence II (10 cr) (Teaching Practise)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in planning:</b>	
6. You plan a learning module in your own substance field.	– When designing the implementation plan, you consider the appropriate curriculum or the vocational qualifications and other documents defining how to plan teaching and guidance. – Your implementation plan should contain and outline of the educational module, execution plan and assessment plan. – In the implementation plan, you consider the starting level of the students and other factors pertaining to teaching, guiding and learning. – You design an educational package together with other parties working the planning of education.

7. You plan a learning environment that promotes learning and competence.	<ul style="list-style-type: none"> <li>– You design a learning environment that fosters physical, psychical and social safety. You justify your choices pedagogically.</li> <li>– Your implementation plan is competence-based and student-centred.</li> <li>– When planning, you consider the school's special aspects.</li> </ul>
<b>Competence in implementation:</b>	
8. You implement a learning module in your own substance field.	<ul style="list-style-type: none"> <li>– You teach and guide in an authentic educational context per your own field's vocational qualifications or curriculum.</li> <li>– Your teaching is guided by your implementation plan which you can review and change, if needed.</li> </ul>
9. You use teaching and guiding methods in a pedagogically justified manner.	<ul style="list-style-type: none"> <li>– You teach and guide using current, versatile and logical pedagogical methods.</li> <li>– You justify your pedagogical choices.</li> </ul>
10. You interact with students to promote learning.	<ul style="list-style-type: none"> <li>– You use dialogical principles in interactions pertaining to teaching and guiding.</li> <li>– You act in a student-centred manner in all confrontations.</li> </ul>
11. You interact with other parties involved in vocational and higher education.	<ul style="list-style-type: none"> <li>– You work collaboratively in authentic educational surroundings.</li> <li>– You promote collaborative teaching in planning, executing and assessing an educational module.</li> <li>– You consider the meaning of collaborative teaching in your field.</li> </ul>
<b>Competence in Assessment:</b>	
12. You guide the student to understand the vocational skills requirements, competence goals, the assessment goals and criteria.	<ul style="list-style-type: none"> <li>– You orientate the students in the professional requirements and competence goals of the educational module in hand.</li> <li>– You consider the assessment goals, assessment criteria and methods with students.</li> </ul>
13. You use assessment and feedback to foster the student's learning, competence and professional growth.	<ul style="list-style-type: none"> <li>– You assess and guide students' learning and competence in authentic teaching and assessment situations.</li> <li>– You acknowledge the rules, regulations and practises that relate to assessment.</li> <li>– You acknowledge the prior knowledge of the students.</li> <li>– You justify your decisions concerning assessment.</li> </ul>
<b>Competence in Special Pedagogy (3 cr)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in Planning:</b>	
14. You understand the meanings of student welfare, need of special help and accessibility in vocational and higher education.	<ul style="list-style-type: none"> <li>– You examine student welfare and the need of special help in teaching and guiding in your own substance field.</li> <li>– You consider how pedagogical, psychic, social and physical accessibility realize in education within your own field.</li> </ul>

<b>Competence in Implementation</b>	
15. You teach or guide while considering the study materials, learning environments and the accessibility of the pedagogical solutions.	<ul style="list-style-type: none"> <li>– You acknowledge the students’ strengths and need for special help while teaching and guiding.</li> <li>– You promote accessibility in teaching and guiding.</li> <li>– You cooperate with other parties with the student’s benefit in mind.</li> </ul>
<b>Competence in Assessment:</b>	
16. In assessment, you acknowledge the student’s individuality and the need for support.	– When assessing and giving feedback, you consider the student’s privacy and personal study plan.
<b>Competence in Digital Pedagogy (4 cr)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in Planning:</b>	
17. You can use digital learning solutions to promote learning. (Digital Competence Badges 1–10)	– The teacher student’s competence is equivalent to Some Novice level which requires at least ten separate digital pedagogical skills or badges. The specific directions can be found in the school’s web pages.
<b>Competence in Implementation:</b>	
18. You teach or guide using digital learning solutions.	<ul style="list-style-type: none"> <li>– You use pedagogically sound digital solutions in your teaching and guiding.</li> <li>– You justify your pedagogical choices.</li> </ul>
<b>Competence in Assessment:</b>	
19. When assessing or giving feedback, you know digital solutions.	– In assessing and giving feedback and in registering assessment, you examine and use digital solutions.
<b>Safety Competence (2 cr)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in Planning:</b>	
20. You plan teaching and guiding the student’s physical, psychical and social safety in mind.	<ul style="list-style-type: none"> <li>– You are familiar with the safety directions and documents of your school and of the education of your field.</li> <li>– You create a safety survey connected to your teaching and guidance pertaining to student’s physical, psychical and social safety</li> </ul>
<b>Competences in Implementation and Assessment:</b>	
21. You teach, guide, and assess, the student’s physical, psychical and social safety in mind.	<ul style="list-style-type: none"> <li>– You the orientate the students to safe practises in work.</li> <li>– You follow the rules, regulations and practises that guarantee the student’s physical, psychical and social safety while teaching guiding and assessing while complying with the safety survey you have created. This competence is realized through <i>a continuous display of skills</i>.</li> </ul>

<b>Competences in Working Life and Networks (4 cr)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in Planning:</b>	
22. You know the operational environment of vocational and higher education in whole.	– You examine the operational environment of vocational and higher education of your own substance field (topics such as learning environments, educational supply and demand, number of students and staff, appeal, profiling).
23. You know the principles of entrepreneurship education and their significance in teacher's work. (Edupre- neurship Badge 1)	– You examine the essential internal and external networks in your own substance field. – You consider the meaning of edupre- neurship in teaching your own substance field.
24. You understand the social meaning of entrepreneur- ship as a part of education and teacher's work. (Edupre- neurship Badge 2)	– Pohdit yritysten ja yrittäjyyden merkitystä yksilölle ja yhteiskunnalle. You consider the meaning of busi- ness and entrepreneurship to an individual and to society at large. You consider the changes in working life and reflect what work competences the students of your own field will need.
<b>Competences in Implementation and Assessment:</b>	
25. You can use working life oriented and entrepreneurial networks in teaching, guiding and assessment. (Edupre- neurship Badge 3)	– You consider how edupre- neurship and working life based networks will integrate into the education and teaching of your own field. – You consider the practises and teaching and guiding methods that promote entrepreneurship and close connections with working life.
26. You use working life oriented networks and learning environments in guiding and supporting professional growth.	– You integrate your knowledge of working life and the networks of your own substance field (whenever possible) into an educational entity. – You examine the meaning of working life orientation from the point of view of student's learning and acquiring competence.
<b>International and Multicultural Competence (2 cr)</b>	
<b>Competence Goals</b>	<b>Assessment Criteria</b>
<b>Competence in Planning:</b>	
27. You are familiar with the internationalisation strate- gies and practises of vocational and higher education.	– You examine international activities from the points of view of students and teachers in your own field.
<b>Competences in Implementation and Assessment:</b>	
28. You apply international and multicultural knowledge in teaching.	– You consider the effects of internationalism and multiculturalism to education and teacher's work in your own field. – You can create a good learning environment for a multicultural student group in your own field.

Value Competence (2 cr)	
Competence Goals	Assessment Criteria
<b>Competence in Planning:</b>	
29. You comprehend the ethical principles that govern the work of a teacher.	– You consider the values and ethical principles that guide teacher’s work and your own substance field with the aid of examples.
30. You understand the meaning of human rights, equality and active participation in education.	– You consider, with the aid of examples, the meaning, success and practises of human rights, equality and active participation.
31. You comprehend the principles of sustainable development in vocational and higher education	– You consider, with the aid of examples, the success of ecological, social and cultural sustainable principles in your own field. – You consider how to promote work teacher’s well-being.
<b>Competences in Implementation and Assessment:</b>	
32. You acknowledge the school’s values and the teacher’s ethical principles in your own studies and in teaching.	– You act in an ethical and professional manner in all situations. – You endorse in all your educational activities the values and ethical principles of vocational and higher education. – This competence is realized through <i>a continuous display of skills</i> during the teacher studies.
33. As a teacher, you respect human rights, with equality and participatory mind-set.	– You act in an ethical and professional manner in all situations. – As a teacher, you endorse in all your actions human rights, equal and participatory encounters. – This competence is realized through <i>a continuous display of skills</i> during the teacher studies.
Competence in Laws and Amendments (3 cr)	
Competence Goals	Assessment Criteria
<b>Competence in Planning:</b>	
34. You understand the legislation governing the work of a teacher in vocational and higher education.	– You comprehensively consider the contemporary laws, amendments and guidelines relating to your own substance field and teacher’s work.
<b>Competences in Implementation and Assessment:</b>	
35. You teach, guide and assess obeying the laws, amendments and guidelines that regulate the work of a teacher.	– You obey in all your activities the contemporary laws, amendments and guidelines in vocational and higher education. – This competence is realized through <i>a continuous display of skills</i> during the teacher studies.

Competence in Research and Development (3 cr)	
Competence Goals	Assessment Criteria
<b>Competence in Planning:</b>	
36. You know the focal points of research and development in vocational and higher education.	– You consider the central policies and practises of research and development in vocational and higher education
37. You understand how to integrate teaching into research, development and innovation activities (RDI) of the school.	– You describe a development project connected to your own substance field's education. – You consider the teacher's role in projects and development tasks in your own field.
<b>Competences in Implementation and Assessment:</b>	
38. You develop your activities as a teacher and tutor based on the feedback you have gathered.	– You gather feedback of your teaching and guiding. – You reflect the feedback you have received, recognise targets for development and enhance your activities based on the feedback.
39. You reflect your planning, implementing and assessing skills during the teacher education.	– You reflect and assess your own pedagogical competence and its development throughout your studies. This will serve as the basis for the final module <i>Continuous Development as a Teacher</i> . – You use your experiences, scientific literature and other reliable sources in your reflection.