

## COMPETENCE AREA:

# Learning to learn

## COMPETENCES CRITERIA

## INDICATORS

### ASSESSING ONE'S OWN LEARNING

Knowledge of the principles and methods of assessment and self-assessment

Refers to various assessment and self-assessment principles and methods

### ACHIEVEMENTS AND COMPETENCES

Knowledge of the concept of competence and its uses in a learning context

Demonstrates an understanding of the concept of competence in a learning context

Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this

Applies the concept of competence in a learning context

Applies appropriate methods for assessment and self-assessment of their own learning achievements

Skill to adjust and convey the concept of competence to various groups of learners

Communicates the concept of competence to groups of learners

Curiosity about their own learning process

Encourages curiosity about their own learning process

Openness and readiness to accept various perceptions of one's competences and learning achievements

Reflects on various perceptions and maintaining or recovering their own emotional balance afterwards

### IDENTIFYING LEARNING OBJECTIVES AND PURSUING THEM PRO-ACTIVELY

Knowledge of strengths, weaknesses and learning opportunities in relevant fields and contexts

Refers to strengths, weaknesses and learning opportunities in relevant fields and contexts

Knowledge of the basic principles of learning processes

Understands how learning can be organised in an effective and meaningful way

Skill to analyse learners' strengths, weaknesses and learning opportunities and to plan the learning process accordingly

Analyses learners' strengths, weaknesses and learning opportunities

Skill to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities	Plans the learning process taking into account learners' strengths, weaknesses and learning opportunities
Commitment to implementing the learning plan	Motivates and supports the implementation of the learning plan
Awareness and acceptance of learners' responsibility for one's own learning process	Explicitly encourages and enables learners to take responsibility for their own learning process
Readiness to unlearn	Intends to let go of what they have already learned or acquired to make way for new experiences and learning achievements

**UNDERGOING PERSONAL/ PROFESSIONAL DEVELOPMENT THROUGH FEEDBACK**

Knowledge of the principles and mechanisms of feedback	Understands the values and mechanisms of feedback
Skill to give, receive and integrate feedback in a constructive way	Gives, receives and integrates feedback in a constructive way
Curiosity about and readiness to ask for feedback	Asks for feedback
Openness to accept one's own unconscious behaviours/habits	Integrates feedback and maintains or recovers their own emotional balance afterwards

**ACKNOWLEDGING AND DEALING WITH UNEXPECTED LEARNING MOMENTS AND OUTCOMES**

Knowledge of learning as a continuous process	Demonstrates an understanding of learning as a continuous process
Skill to reflect and adjust the learning process	Reflects on the learning process Changes learning processes accordingly
Openness for and readiness to balance between planned and unplanned learning objectives	Trains focus on planned learning objectives while remaining open to incorporating unplanned ones

**IDENTIFYING  
AND PROVIDING  
APPROPRIATE  
RESOURCES TO  
SUPPORT  
INDIVIDUAL  
LEARNING**

Knowledge of existing appropriate resources for supporting learning	Refers to existing appropriate resources for supporting learning
Skill to organise existing appropriate resources	Organises existing appropriate resources for individual learning purposes
Structured and organised approach	Organises resources in a structured way for learning purposes