

PULSE-ART

Observatory for
Arts
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CULTURAL AWARENESS AND EXPRESSION

Competence Framework for Educators

A structured framework across five educator competence areas, integrating knowledge, skills, attitudes and four proficiency levels.

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The Educators' Competence Framework defines the key competences required by educators to design, facilitate, and assess learning processes that foster cultural awareness and expression.

Structured around five competence areas (E1-E5), the framework integrates clusters including knowledge, skills, and attitudes across four proficiency levels (Foundational, Intermediate, Advanced, and Expert), reflecting educators' professional development.

The framework emphasises **adaptive**, **reflective**, and **context-sensitive practices** that respond to trainers' diverse identities, cultural backgrounds, and learning needs.



NAVIGATION

Contents

1 Framework overview	3
2 Framework diagram	4
3 E1 · Designing Inclusive and Culturally Responsive Learning Environments	5
4 E2 · Building Creative Processes	10
5 E3 · Assessing Cultural and Arts-Based Learning	15
6 E4 · Facilitating Intercultural Dialogue and Collaboration	20
7 E5 · Reflecting on Practice and Cultural Positionality	25



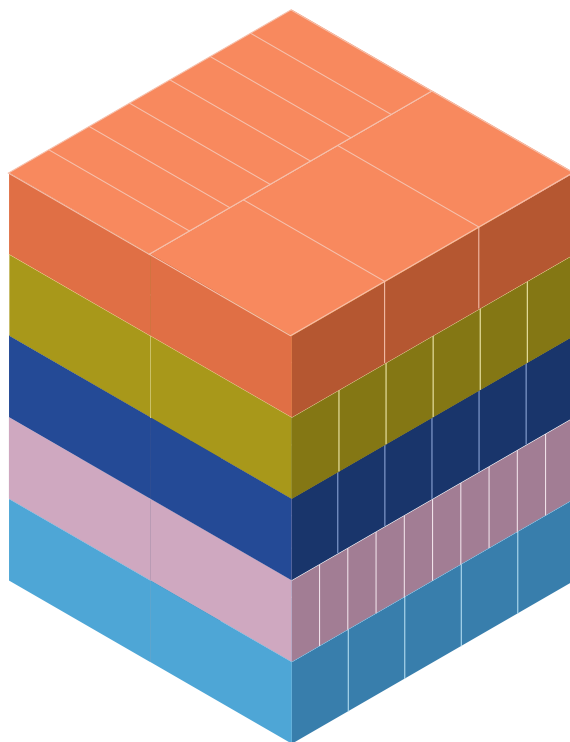
FIVE COMPETENCE AREAS

Framework overview

E1	Designing Inclusive and Culturally Responsive Learning Environments Clusters: 2	Designing Inclusive and Culturally Responsive Learning Environments focuses on educators' capacity to design inclusive and culturally responsive learning environments. It addresses accessibility, equity, and participation as foundational conditions for...
E2	Building Creative Processes Clusters: 2	E2 Building Creative Processes addresses educators' role in building creative processes, supporting learners' creative development across disciplines and modalities. This competence integrates knowledge of creative processes, skills for facilitating idea...
E3	Assessing Cultural and Arts-Based Learning Clusters: 2	E3 Assessing Cultural and Arts-Based Learning focuses on assessing arts-based, cultural, and intangible learning outcomes. It emphasises educators' ability to document creative processes over time, use multiple assessment approaches, and recognise the...
E4	Facilitating Intercultural Dialogue and Collaboration Clusters: 2	E4 Facilitating Intercultural Dialogue and Collaboration centres on facilitating intercultural dialogue and collaboration through arts-based and participatory practices. It integrates knowledge of cultural history, power relations, rights-based...
E5	Reflecting on Practice and Cultural Positionality Clusters: 2	Reflecting on Practice and Cultural Positionality addresses reflective practice and cultural positionality, highlighting educators' awareness of how identity, background, privilege, and bias shape teaching, curriculum choices, and classroom interactions....

VISUAL MODEL

Framework diagram



- E1** Designing Inclusive and Culturally Responsive Learning Environments
- E3** Assessing Cultural and Arts-Based Learning
- E5** Reflecting on Practice and Cultural Positionality

- E2** Building Creative Processes
- E4** Facilitating Intercultural Dialogue and Collaboration



E1

AREA 01

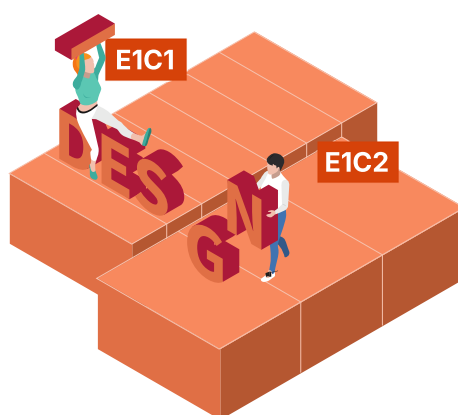
EDUCATOR COMPETENCE AREA

Designing Inclusive and Culturally Responsive Learning Environments

Designing Inclusive and Culturally Responsive Learning Environments focuses on educators' capacity to design inclusive and culturally responsive learning environments.

It addresses accessibility, equity, and participation as foundational conditions for learning, highlighting educators' knowledge of barriers to inclusion, skills in creating welcoming and adaptable learning spaces, and attitudes that value diversity and fairness.

Progression within this competence moves from basic accommodation and responsive adjustments toward the intentional **co-design** of learning environments in which inclusive participation becomes a shared and sustained responsibility.



E1C1

Designing welcoming and accessible spaces for all

E1C2

Designing culturally inclusive learning experiences



EDUCATOR COMPETENCE CLUSTER

E1C1

Designing welcoming and accessible spaces for all



KNOWLEDGE

- **E1C1K1** Knowledge of approaches and strategies of accessibility and inclusive teaching that support all learners and make learning available to everyone.
- **E1C1K2** Recognition of obstacles and barriers of participation (bias, exclusion mechanism, economic, geographic, or gender-based challenges).

SKILLS

- **E1C1S1** Can communicate and present clearly and in diverse ways (visually, orally, in motion) so students from all backgrounds can understand and stay engaged.
- **E1C1S2** Can set up a safe, friendly space where learners feel comfortable exploring new ideas and expressing themselves.

ATTITUDES

- **E1C1A1** Welcome and value all learners, embracing their diverse identities and learning needs.
- **E1C1A2** Maintain respect without pressuring learners and honour their pace and choices.
- **E1C1A3** Actively seek out and address unfairness in the learning process and work to make every learning space welcoming and inclusive for everyone.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Creates simple conditions that help learners enter the activity with comfort (clear steps, calm tone, predictable sequence).
- Presents instructions in more than one mode (spoken + visual) so learners can follow the task.
- Makes small adjustments when a learner shows difficulty (slowing down, offering an alternative format).

INTERMEDIATE

- Adapts activities using several accessibility options (visual supports, pacing, sensory adjustments) so more learners can participate.
- Organises the space or materials to reduce confusion and help learners focus (grouping objects, adjusting seating).
- Responds promptly when a learner appears unsure or excluded by offering options that help them rejoin the activity.

PROFICIENCY PROGRESSION

E1C1

Advanced & Expert

Continuation of Designing welcoming and accesible spaces for all.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Selects combinations of accessibility strategies to match specific learner needs and the context of the activity.
- Uses facilitation routines (warm-ups, guided prompts, flexible entry points) that invite learners to explore ideas confidently.
- Adjusts tasks when multiple barriers appear together (language, confidence, unfamiliarity) helping learners navigate them step by step.

EXPERT

- Designs accessible learning experiences from the start and adapts them dynamically as learner needs become visible.
- Co-creates norms and routines with learners that sustain clarity, safety, and autonomy across activities.
- Structures participation options so learners can choose ways to engage based on their needs, pace, and expressive preferences.

EDUCATOR COMPETENCE CLUSTER

E1C2

Designing culturally inclusive learning experiences



KNOWLEDGE

- **E1C2K3** Knowledge of a wide range of global and local artistic traditions, cultural practices, and perspectives to enrich arts education activities

SKILLS

- **E1C2S3** Can design activities that include different cultures and are sensitive to all backgrounds.

ATTITUDES

- **E1C2A4** Commit to equity and diversity in the design of learning experiences that ping in many perspectives.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Uses examples or materials from different cultural backgrounds that refer to specific practices, stories, or contexts rather than stereotypes.
- Avoids wording or actions that might unintentionally exclude or stereotype learners.
- Acknowledges learners' cultural comments or stories when they share them.

INTERMEDIATE

- Selects examples or materials that reflect a range of cultural, linguistic, or social backgrounds.
- Checks whether learners can relate to the examples used and adds alternatives when needed.
- Adjusts tasks so learners with different cultural experiences can participate comfortably.



PROFICIENCY PROGRESSION

E1C2

Advanced & Expert

Continuation of Designing culturally inclusive learning experiences.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Reviews planned activities for potential inequities and adjusts them before implementation.
- Discusses with learners how the examples or references used in the task connect with their experiences or viewpoints.
- Responds constructively when exclusion or cultural insensitivity occurs and adapts the activity to restore belonging.

EXPERT

- Co-selects materials or cultural references with learners and uses their perspectives to shape tasks, examples, and interactions.
- Establishes routines where inclusive participation becomes a shared responsibility across the group.
- Dedicates time to support learners in choosing cultural materials or perspectives that represent them and integrates these choices into sustained learning pathways.



E2

AREA 02

EDUCATOR COMPETENCE AREA

Building Creative Processes

E2 Building Creative Processes addresses educators' role in building creative processes, supporting learners' creative development across disciplines and modalities.

This competence integrates knowledge of creative processes, skills for facilitating idea generation, iteration, and expression, and attitudes that value learners' agency, emotional experiences, and **creative risk taking**.

As proficiency increases, educators move from providing concrete prompts and reassurance toward structuring complex, multi-stage creative processes in which learners independently navigate challenges and shape their own creative pathways.



E2C1

Methods and activities to build creative processes

E2C2

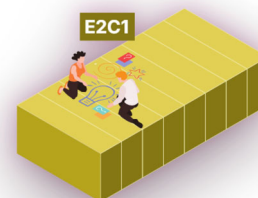
Emotional perspective on creative processes and expression



EDUCATOR COMPETENCE CLUSTER

E2C1

Methods and activities to build creative processes



KNOWLEDGE

- **E2C1K1** Understand the notion of creativity and ways to help students build creative skills in different subjects.
- **E2C1K2** Knowledge of creative processes and principles throughout a project such as leading it, making changes, iterate and working with others.
- **E2C1K3** Knowledge of methods to generate ideas and concretize them into finished works.

SKILLS

- **E2C1S1** Can help students move from initial ideas to completed work by generating options, trying new approaches, and revising their thinking throughout creation.
- **E2C1S2** Can integrate multiple art forms (visual, performing, digital, etc.) into cross-curricular learning.

ATTITUDES

- **E2C1A1** Value each learner's ability to explore ideas and express themselves.
- **E2C1A2** Follow what learners want to explore and support their unique creative directions.
- **E2C1A3** Open to exploring and learning alongside students in their creative work.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Offers one clear action learners can start with (making a mark, choosing a sound, testing a basic movement).
- Shows a simple prompt using one mode (gesture, material, sound, short question) to initiate exploration.
- Gives concrete feedback by naming what the learner did and pointing to one next action they can try.
- Demonstrates one basic expressive form (line, shape, movement, sound) that learners can imitate to begin the task.

INTERMEDIATE

- Presents two or more starting options and asks learners to try each one briefly before choosing a direction.
- Points to specific learner actions that moved the work forward and explains how they did so ("this stroke made your pattern clearer").
- Organises short collaborative tasks using visible roles or steps that learners can carry out without confusion.
- Demonstrates several expressive forms (image, movement, sound, spatial arrangement) so learners can compare them directly.



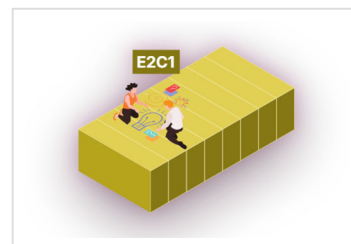


PROFICIENCY PROGRESSION

E2C1

Advanced & Expert

Continuation of Methods and activities to build creative processes.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Discusses visible changes in learners' work by showing what changed and describing how each change affects the direction of the project.
- Shows side-by-side alternatives (two movements, two sound patterns, two spatial layouts) and guides learners in comparing what each communicates.
- Facilitates group decision-making by staging quick demos of each option so the group can choose based on what they see or hear.
- Uses short visible planning routines ("show your next step with your hands", "place your next element here") to make thinking concrete.

EXPERT

- Structures multi-stage creative processes using visible routines (progress boards, iteration tables, display walls) that show development over time.
- Leads discussions where learners demonstrate expressive choices and compare how images, gestures, sounds, or arrangements shift meaning.
- Co-constructs collaboration structures with learners (rotating roles, shared check-ins, peer demonstration moments) that the group applies independently.
- Creates studio-like conditions where learners initiate steps, organise materials, and demonstrate decisions across stages without waiting for direction.



EDUCATOR COMPETENCE CLUSTER

E2C2

Emotional perspective on creative processes and expression



KNOWLEDGE

- **E2C2K4** Knowledge of error, feedback, and repeated improvement as mechanisms in learning and creative processes across artistic, traditional, and scientific domains.

SKILLS

- **E2C2S3** Give feedback that makes students feel confident, keeps them creative, and motivates them to keep improving.
- **E2C2S4** Help students learn how to express themselves through various art forms (dance, music, photography).
- **E2C2S5** Can help learners take ownership, make decisions, and lead their own creative journey

ATTITUDES

- **E2C2A4** Understand the emotional ups and downs in creativity.
- **E2C2A5** Support learners through challenges and celebrate their progress.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Acknowledges learner ideas immediately, using tone and body language that shows acceptance without correcting or steering.
- Responds to mistakes calmly and names the effort involved ("you really tried that shape").
- Asks learners what they want to try next and selects the following prompt based on their response.
- Allows short pauses or peaks when learners show frustration, instead of pushing them to continue.

INTERMEDIATE

- Invites learners to show two or more versions of their idea and accepts both without judgement.
- Points to visible effort or persistence during a challenge ("you returned to the pattern three times").
- Adjusts examples or prompts using interests expressed by learners (choosing a theme, gesture, sound, or object they mentioned).
- Describes moments of struggle using observable language ("your hands stopped here", "you paused after this step") and offers one alternative action.



PROFICIENCY PROGRESSION

E2C2

Advanced & Expert

Continuation of Emotional perspective on creative processes and expression.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Highlights specific visible moments when learners attempted unfamiliar approaches or took creative risks.
- Designs tasks with low-stakes trials (quick sketches, short sound tests, micro-movements) and refers to them as material for discussing next steps.
- Uses learner interests to propose optional directions ("try the slower version", "try the denser pattern") based on what the learner showed.
- Shows learners how their work changed after a challenge by placing two stages side-by-side and describing the difference.

EXPERT

- Runs routines where learners show challenges or discoveries through short demos, gestures, or samples.
- Displays mistakes or early attempts (board, table, replay) and invites learners to propose the next visible action.
- Co-constructs project paths with learners using their interests (choosing themes, setting tempos, selecting motifs or materials).
- Creates a routine where learners document emotional or creative shifts independently using simple tools (progress photos, micro-notes, gesture-based check-ins).





E3

EDUCATOR COMPETENCE AREA

Assessing Cultural and Arts-Based Learning

E3 Assessing Cultural and Arts-Based Learning focuses on assessing arts-based, cultural, and intangible learning outcomes.

It emphasises educators' ability to document creative processes over time, use multiple assessment approaches, and recognise the ethical limits of measuring cultural awareness, identity, and personal learning.

The competence foregrounds assessment as a **supportive and reflective practice** rather than a purely evaluative one.

At advanced levels, educators design coherent assessment cycles, engage learners in shared criteria and ethical reflection, and adopt narrative and descriptive approaches that respect the complexity of cultural and creative learning.

AREA 03



E3C1

Assessing Arts-Based Learning Processes and Outcomes

E3C2

Assessing Cultural and Intangible Learning Outcomes

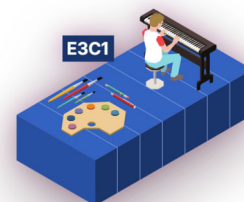




EDUCATOR COMPETENCE CLUSTER

E3C1

Assessing Arts-Based Learning Processes and Outcomes



KNOWLEDGE

- **E3C1K1** Knowledge of widely used and established approaches to assessing creativity and artistic learning.
- **E3C1K2** Knowledge of how arts-based learning can be assessed over time, and of the limits of standardised tests in capturing creative processes

SKILLS

- **E3C1S1** Can design assessment tools that document creative processes and learning progression across stages of an arts-based project.
- **E3C1S2** Can observe and document learners' creative development as it unfolds over time during arts-based learning processes.
- **E3C1S3** Can assess both creative processes and artistic outcomes using explicit and shared criteria.

ATTITUDES

- **E3C1A1** Value learners' creative process, effort, and development alongside final artistic results.
- **E3C1A2** Accept that creative learning can be expressed and interpreted in multiple ways beyond a single correct outcome.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Records simple evidence of learners' creative actions using one method (e.g. short notes, photos, collected artefacts).
- Uses one basic assessment format focused on the artistic outcome (e.g. final presentation, drawing, short explanation).
- Gives feedback by referring directly to provided criteria without adding new expectations.

INTERMEDIATE

- Collects evidence of learners' creative development using more than one method (e.g. notes plus samples of work) across an activity.
- Documents changes in learners' work over time by recording revisions or additions at different moments.
- Explains assessment criteria to learners before the activity and refers back to them during feedback.





PROFICIENCY PROGRESSION

E3C1

Advanced & Expert

Continuation of Assessing Arts-Based Learning Processes and Outcomes.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Combines different assessment tools within the same activity to document both creative process and artistic outcome.
- Highlights learner progress by pointing to concrete changes between earlier and later versions of the work.
- Adjusts documentation tools to better capture how learning develops across stages of an arts-based project.

EXPERT

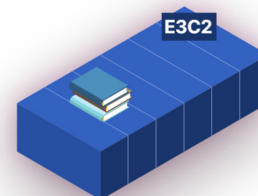
- Designs a full assessment cycle that follows learners' creative work from exploration to reflection.
- Synthesises evidence from multiple sources (e.g. notes, artefacts, observations) to describe each learner's development clearly.
- Leads assessment discussions where learners review criteria together and compare evidence across stages of their work.



EDUCATOR COMPETENCE CLUSTER

E3C2

Assessing Cultural and Intangible Learning Outcomes



KNOWLEDGE

- **E3C2K3** Knowledge of approaches to assessing cultural awareness and other intangible learning outcomes, including observational, narrative, performance-based, and self-report methods.
- **E3C2K4** Knowledge of the limits, risks, and ethical implications of assessing cultural and intangible learning outcomes.

SKILLS

- **E3C2S4** Can apply culturally responsive and ethically grounded assessment methods to examine cultural awareness, inclusion, and related learning outcomes.

ATTITUDES

- **E3C2A3** Commit to ethical assessment practices that involve learners in defining criteria and communicating results.
- **E3C2A4** Regularly review and adjust assessment approaches to reduce bias and ensure fairness across learners and contexts.
- **E3C2A5** Prioritise assessment practices that support learners' confidence and sense of agency when addressing cultural and personal dimensions of learning.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Uses one simple check-in tool (e.g. symbols, one-word reflections, short peer notes) to collect learner input related to cultural or personal learning.
- Allows learners to show learning using simple alternatives to written tasks (e.g. drawing, audio, movement).
- Records learner responses related to cultural or personal learning without converting them into scores, levels, or rankings.

INTERMEDIATE

- Collects learner reflections using different formats (e.g. short narratives, peer feedback, observations) related to cultural awareness or inclusion.
- Reviews assessment decisions by comparing similar learner responses and removes criteria that reduce cultural or personal learning to fixed categories.
- Adjusts assessment formats when noticing that certain tasks or criteria disadvantage some learners.



PROFICIENCY PROGRESSION

E3C2

Advanced & Expert

Continuation of Assessing Cultural and Intangible Learning Outcomes.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Uses observational or narrative tools to document patterns related to participation, confidence, or cultural expression over time.
- Discusses assessment results with learners by referring to documented evidence rather than personal judgement.
- Revises assessment tools to avoid treating cultural awareness, identity, or confidence as measurable outcomes, using descriptive or narrative documentation instead.

EXPERT

- Designs assessment approaches that explicitly separate artistic achievement from cultural or personal learning outcomes, using different documentation logics for each.
- Leads collaborative review sessions where learners and peers examine ethical risks of assessment choices, such as misrepresentation, labelling, or inappropriate comparison.
- Implements routines that regularly check assessment practices against ethical and inclusive principles and adjusts them over time.





E4

AREA 04

EDUCATOR COMPETENCE AREA

Facilitating Intercultural Dialogue and Collaboration

E4 Facilitating Intercultural Dialogue and Collaboration centres on facilitating intercultural dialogue and collaboration through arts-based and participatory practices.

It integrates knowledge of cultural history, power relations, rights-based perspectives, and dialogue methods with skills for **critical literacy**, inclusive facilitation, and community engagement.

Educators' attitudes of empathy, openness, and respect underpin this competence.

Progression reflects a shift from guided discussions and structured exchanges toward learner-led dialogue, collaborative inquiry, and the use of cultural expression as a medium for social understanding and civic engagement.



E4C1

Fostering cultural understanding

E4C2

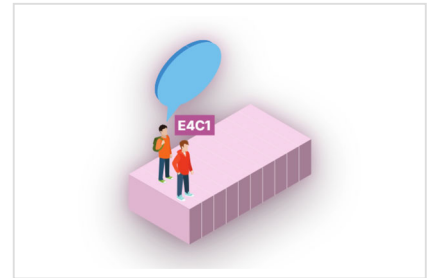
Facilitating intercultural dialogue



EDUCATOR COMPETENCE CLUSTER

E4C1

Fostering cultural understanding



KNOWLEDGE

- **E4C1K1** Awareness of Culture's History and Power. Understand how history, politics, and place shape cultural identities and conversations.
- **E4C1K2** Knowledge of Human Rights and Democratic Values. Be familiar with rights-based and democratic ideas that support respectful intercultural dialogue.
- **E4C1K3** Cultural Representation in Media and Texts. Understands how groups, beliefs and practices are portrayed across media, literature, textbooks, games. Recognises stereotypes, omissions, and power relations behind representation.

SKILLS

- **E4C1K3** Help learners think about cultural stories, question them, and understand different perspectives.
- **E4C1S2** Guides students in analysing stereotypes, power relations, and cultural narratives in school materials and media; encourages questioning of dominant representations.

ATTITUDES

- **E4C1A1** Being sensitive and caring toward different cultural expressions and ways of living.
- **E4C1A2** Be open to learning from students' cultural knowledge and insights.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Shows cultural or media materials (e.g., images, short texts, textbook excerpts, ads, headlines) that depict people, places, or cultural practices in different ways.
- Points to concrete elements linked to representation (e.g., who appears, whose voice is quoted, what actions are shown, what symbols are used).
- Displays simple materials related to rights, fairness, or participation (e.g., posters, children's charters, historical images) and asks learners to describe what they see.
- Asks learners to name visible patterns in the material (recurring roles, repeated symbols, similarities across sources).

INTERMEDIATE

- Presents two or more contrasting accounts of the same topic (e.g., two textbook excerpts, two news articles, two illustrations) and asks learners to compare what each source emphasises or omits.
- Highlights structural or linguistic features that relate to power (e.g., labels used, who is centred, which actions are assigned to which group).
- Shows examples where rights, fairness, or participation appear visually (e.g., voting scenes, community meetings, protests, collaborative moments) and asks learners to point to the specific cues that signal these ideas.
- Organises short routines where learners classify representations (e.g., "celebratory", "problem-focused", "neutral") using visible evidence.



PROFICIENCY PROGRESSION

E4C1

Advanced & Expert

Continuation of Fostering cultural understanding.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Displays cultural or historical materials that portray conflicting viewpoints and asks learners to map how narrative choices shift meaning (e.g., who narrates, what is chosen as important, what is absent).
- Shows learners examples containing stereotypes, omissions, or unequal power relations and asks them to identify the exact textual or visual elements that produce these effects.
- Uses side-by-side comparisons of mainstream and marginalised representations to make visible how identity, history, or place are framed differently across sources.
- Connects media examples to rights-based or democratic ideas by pointing to evidence of participation, agency, exclusion, or silencing within the material.

EXPERT

- Facilitates discussions where learners support interpretations with evidence they annotate directly on the material (e.g., highlighted phrases, circled symbols, marked framing devices).
- Invites learners to ping cultural, media, or community sources from their own backgrounds and leads sessions where they analyse representational choices, power dynamics, and historical or political framing across their examples.
- Designs multi-step literacy sequences where learners examine how representation operates across genres (news, fiction, documentary, textbooks, social media, games) and produce visual maps of patterns such as omissions, stereotypes, narrative positioning, and voice distribution.
- Organises collaborative inquiry projects where learners document how rights, fairness, or democratic values appear—or fail to appear—in cultural materials and present their findings in a shared format (e.g., posters, digital boards, charts).

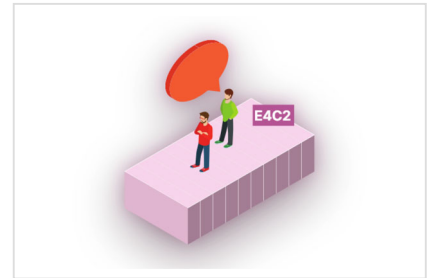




EDUCATOR COMPETENCE CLUSTER

E4C2

Facilitating intercultural dialogue



KNOWLEDGE

- **E4C2K4** Understand different approaches and methods to encourage and support dialogue, communication and conversations that respect cultural differences (Approaches for Facilitating Dialogue Across Cultures).
- **E4C2K5** Role of Art and Local Traditions in Dialogue. Know how art help express identity and supports cultural exchange, including local and global artistic influences.
- **E4C2K6** Supporting Emotional Aspects of Dialogue. Knowledge of social and emotional learning methods to help manage feelings and support respectful communication.

SKILLS

- **E4C2S3** Use art-based activities to help learners talk about identity, experiences, values, and culture.
- **E4C2S4** Facilitating group discussions and collaborative work by using active listening, inclusive facilitation techniques, and arts-based approaches that support respectful dialogue across cultural differences
- **E4C2S5** Design projects that involve the community and encourage learners to take social or civic action through creative expression.

ATTITUDES

- **E4C2A3** Approach cultural dialogue with genuine curiosity, respect for different views, and without judgment.
- **E4C2A4** Value dialogue as a way to build community and enhance cultural understanding.
- **E4C2A5** Believe that art can help people express their voices and ping about social improvement.
- **E4C2A6** Recognise and value the role of non-verbal expression as a meaningful communication tool in diverse environments

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Sets up simple turn-taking routines (round-robin, object passing, hand signals) so every learner can speak without interruption.
- Restates learner contributions using their own words to show accurate listening.
- Asks learners to share one concrete example from their experience (a practice, object, celebration, food, place) without requiring explanation or justification.
- Uses neutral language to keep the group focused on what was said rather than who said it.

INTERMEDIATE

- Organises short paired or group exchanges where learners describe cultural experiences using specific details rather than general statements.
- Displays prompts (images, objects, rhythms, foods, artefacts) that invite learners to talk about cultural practices in observable terms.
- Paraphrases contrasting viewpoints without adding judgment and asks learners to respond to what they heard directly.
- Uses small visual supports (cards, icons, anchors) to help learners express agreement, difference, or uncertainty before speaking.



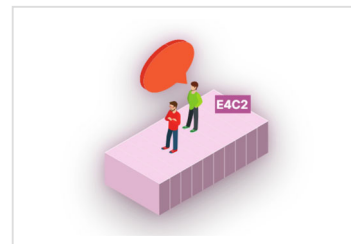


PROFICIENCY PROGRESSION

E4C2

Advanced & Expert

Continuation of Facilitating intercultural dialogue.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Facilitates structured dialogues where learners show their stance using a visible position (e.g., line-up spectrum, corner choice, card selection) before explaining it to peers.
- Points out communication peakdowns (e.g., interruptions, cross-talking, unclear references) using neutral descriptors and resets the exchange with clear turn-taking rules.
- Uses arts-based stimuli (e.g., a movement, rhythm, pattern, image, sound) to ground dialogue and asks learners to relate their responses to the shared artefact.
- Sets up exchanges where learners ask clarifying questions about each other's cultural examples using sentence starters or visual cues.

EXPERT

- Co-creates dialogue norms with learners (e.g., equal speaking time, "listen–summarise–respond" sequences, shared vocabulary boards) and uses these norms to guide discussions with minimal intervention.
- Runs intercultural dialogue sessions where learners present materials from their own contexts (objects, music, stories, images) using structured formats that make differences and connections visible.
- Designs collaborative tasks where learners negotiate meaning or interpretation across cultural perspectives and document areas of agreement and divergence using shared maps, charts, or boards.
- Establishes routines where learners lead parts of the dialogue process (e.g., moderating, summarising, mapping contributions) and maintain inclusive interaction patterns independently.



E5

EDUCATOR COMPETENCE AREA

Reflecting on Practice and Cultural Positionality

Reflecting on Practice and Cultural Positionality addresses reflective practice and cultural positionality, highlighting educators' awareness of how identity, background, privilege, and bias shape teaching, curriculum choices, and classroom interactions. This competence combines critical self-reflection, collaborative learning with peers and learners, and commitment to inclusive and anti-discriminatory practices.

As educators progress, they move from identifying representational gaps and biases toward co-designing curricula and routines that actively challenge inequality and sustain reflective, equitable practice over time.

The Educators' Competence Framework positions educators not only as facilitators of learning but as **reflective practitioners**, cultural mediators, and agents of inclusive and socially responsive education.

The framework complements the Learners' Competence Framework by articulating the professional capacities required to enable learners' creative and civic development across diverse educational contexts.

AREA 05



E5C1

Cultural positionality

E5C2

Reflective and Collaborative Learning

EDUCATOR COMPETENCE CLUSTER

E5C1

Cultural positionality



KNOWLEDGE

- **E5C1K1** Knowledge of the impact of social background, identity, privilege, and personal biases on teaching, learning environment student engagement and inclusion.

SKILLS

- **E5C1S1** Can identify and adjust whose voices and perspectives are included, excluded, centred or marginalized in a curriculum.
- **E5C1S2** Listen carefully to learners and can adapt the behaviour to improve teaching.

ATTITUDES

- **E5C1A1** Acknowledge own limitations and reflect on how teaching methods, personal biases, and background affects teaching.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Shows which voices appear in class materials by pointing to concrete examples (images, names, stories, roles).
- Notes who is missing or underrepresented by comparing visible features (e.g. roles, characters, perspectives).
- Restates learners' contributions accurately to reflect their perspectives, without judging or ranking them.

INTERMEDIATE

- Organises activities where learners categorise representations as centred, marginalised, or absent based on concrete cues (images, quotes, roles).
- Revises lesson materials by replacing or restructuring segments where only one social background is represented.
- Shows how curriculum choices shift meaning by comparing how a topic appears with and without additional perspectives.



PROFICIENCY PROGRESSION

E5C1

Advanced & Expert

Continuation of Cultural positionality.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Facilitates activities where learners map whose voices are amplified, minimised, or missing across a sequence of lessons.
- Leads comparisons between different curriculum versions to examine how representation affects interpretation.
- Uses these mappings to review materials and teaching approaches, not to assess learners.

EXPERT

- Co-designs class materials with learners so different identities and backgrounds appear across examples, tasks, and artefacts.
- Implements routines where learners take roles in documenting or balancing participation to support inclusive dialogue over time.



EDUCATOR COMPETENCE CLUSTER

E5C2

Reflective and Collaborative Learning



KNOWLEDGE

- **E5C2K2** Knowledge of mechanisms of racism, xenophobia and colonial legacies and how they create inequality in curriculum, assessment and everyday classroom interactions.
- **E5C2K3** Knowledge of national/local curriculum expectations on diversity, human rights, and inclusive education policies.

SKILLS

- **E5C2S3** Can use collaborative processes such as peer dialogue and feedback, co-teaching, training related to inclusion, anti-racism, and multicultural education to evaluate personal biases and manage them.
- **E5C1S2** Listen carefully to learners and can adapt the behaviour to improve teaching.

ATTITUDES

- **E5C2A2** Seek to receive and use feedback and knowledge from students and peers to keep improving personally and professionally.
- **E5C1A3** Support inclusive policies and view cultural education as a means to reduce inequality, challenges discriminatory practices, colonial legacies and power imbalances.

PROFICIENCY · ALWAYS GROWING

FOUNDATIONAL

- Collects short feedback from learners or peers (e.g. one-sentence notes, exit slips, quick polls) and displays it openly.
- Names classroom moments using factual language.
- Shows basic curricular or policy expectations related to diversity or rights and links them to one concrete classroom action.

INTERMEDIATE

- Compares classroom materials or practices with curricular or policy expectations and marks where adjustments are needed.
- Adds or replaces examples in lessons to address visible inequities.

PROFICIENCY PROGRESSION

E5C2

Advanced & Expert

Continuation of Reflective and Collaborative Learning.



PROFICIENCY · ALWAYS GROWING

ADVANCED

- Uses collaborative routines (peer feedback circles, co-teaching moments, structured discussions) to surface patterns of bias or exclusion in materials, grouping, or assessment.
- Leads activities where learners categorise classroom interactions or curricular materials using concrete evidence.
- Revises lesson sequences with learners to reduce inequities identified through feedback or dialogue.

EXPERT

- Co-designs structured review cycles with learners to document how inequality appears in materials, tasks, or classroom routines.
- Facilitates collaborative reviews of curricular or policy expectations and supports learners in producing practical adjustments.
- Implements routines where learners and peers independently monitor and adjust teaching practices to maintain alignment with inclusive and anti-discriminatory principles over time.



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