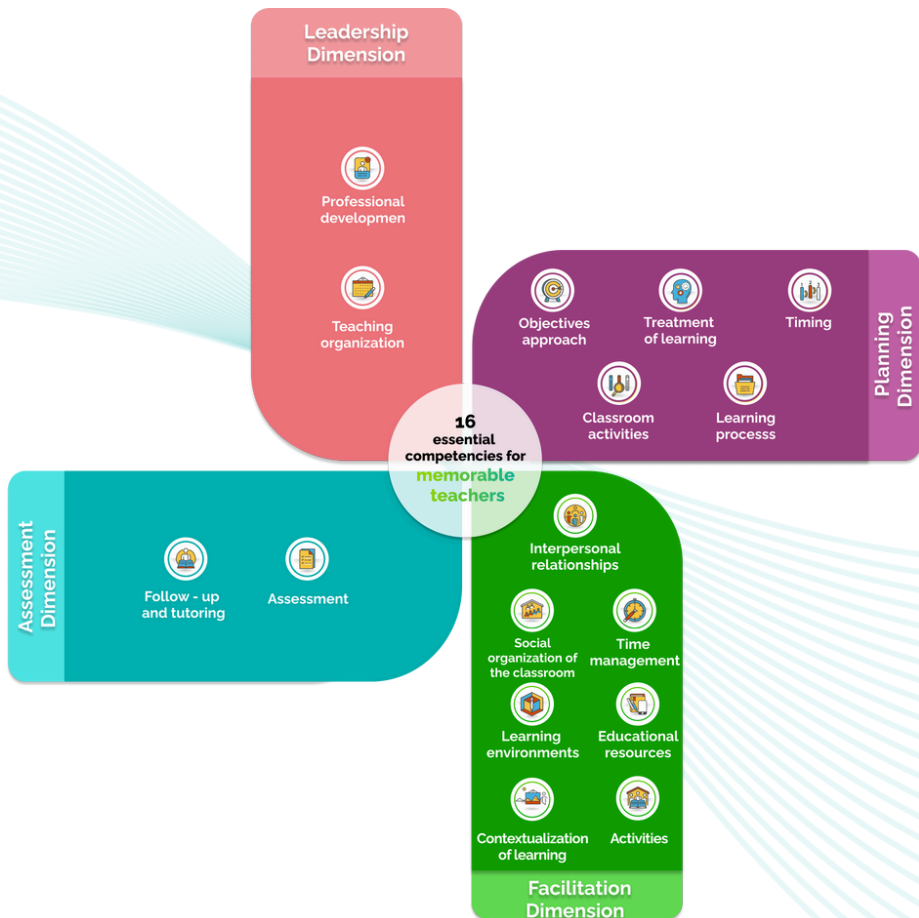


# Framework for Memorable Teaching

Our model is based on **4 dimensions** with **16 essential competencies** acquired by overcoming challenges designed to **improve teaching skills**.



Internationally endorsed by:

# Leadership Dimension

## 1° Dimension



Competency

### Professional development

It is essential for **teachers to engage in professional development to ensure effective teaching**, including the implementation of specific **methods and collaborative reflection**.



Challenge

### Pedagogical Leadership

Focusing on **ongoing training** to update knowledge on the subject, teaching strategies, and learning processes, **which drives the achievement of educational objectives**.

Skills acquired through the challenge

- Per observation of teaching
- Time management
- Effective evaluation meetings



Competency

### Teaching organization

**Promote an effective and productive organizational structure** among teachers that supports the teaching methodology necessary **to achieve the learning objectives**.



Challenge

### Learning Communities

**Design learning activities** for all those involved in education and take advantage of the **resources available in the institution**.

Skills acquired through the challenge

- Development of learning community
- Use of institutional alliance
- Continuous improvement of educational practice

**2**  
**essential**  
**competencies for**  
**memorable**  
**teachers**

More information [HERE](#)

# Planning Dimension

## 2º Dimension



Competency

### Objectives approach

Define learning goals for each unit with clear objectives in terms of what students are expected to learn in knowledge, skills and attitudes **upon completion of the training.**



Challenge

### Competency-based planning

**Adjust learning activities to the time available,** combining teaching and assessment strategies in an integrated way to develop students' mindset, skillset, and toolset.

Skills acquired through the challenge

- Correspondence with learning objective
- Adequacy of learning time
- Planning and programming transversal contents



Competency

### Treatment of learning

Treat different learning content to achieve the **educational objectives**, maintaining coherence between what is to be achieved and how it will be implemented, identifying key elements so that **students can achieve learning outcomes.**



Challenge

### Thinking skills and abilities

**Teaching thinking skills effectively** involves planning activities, promoting reflection, evaluating the process and the results.

Skills acquired through the challenge

- Development of critical thinking
- Development of creative thinking
- Skills and abilities of thinking

More information [HERE](#)

# Planning Dimension

## 2° Dimension



Competency

### Timing

Create a **progressive learning** sequence that adapts to the capabilities of the students to **optimize their learning**.



Challenge

### Attention to diversity

Establish a form of teaching that adjusts to different stimuli to facilitate learning.

#### Skills acquired through the challenge

- Adequacy of diversity
- Interrelationship of learning
- Flexible educational intervention proposals



Competency

### Classroom Activities

Create **clear activities** in the curriculum to help understand the topics and educational goals, analyzing how **they contribute to student learning**.



Challenge

### Problem-based learning

Improve skills when facing **real complex situations**, applying what has been learned in practice.

#### Skills acquired through the challenge

- Problem-based learning
- Cognitive conflict and mental activity
- Meaningful and functional learn

More information [HERE](#)



Competency

## Learning Process

Plan **how to teach different types of content** by adapting the methodology for concepts, skills and attitudes, **facilitating learning over several units.**



Challenge 1

### Project-based learning

It promotes the integration of **different subjects** with the application of what has been learned in real situations and the **development of social skills with teamwork.**

Skills acquired through the challenge

- Project-based learning
- Affordability of activities
- Participation activities



Challenge 2

### Autonomous learning

Motivate students to learn **independently**, awakening their interest, motivation and curiosity, **fostering a collective sense in the classroom.**

Skills acquired through the challenge

- Autonomous learning
- Motivation and interest in learning
- Self-esteem and self-concept

**5**  
**essential**  
**competencies for**  
**memorable**  
**teachers**

More information [HERE](#)

# Facilitation Dimension

## 3° Dimensión



Competency

### Interpersonal Relationships

Promote emotional intelligence through activities that help students identify emotions, foster social skills, practice active listening, express feelings and resolve conflicts effectively.



Challenge

#### Emotional education

The way we communicate and relate to learners influences the transmission of knowledge and the adaptation of teaching methods to learning needs.

Skills acquired through the challenge

- Emotional management
- Mindfulness
- Empathy and effective communication



Competency

### Social organization of the classroom

Use of different organizational methods in both individual and group activities to effectively manage the classroom and foster the development of diverse learning competencies.



Challenge

#### Cooperative learning

Implementation of teaching strategies that consist of dividing the class into small groups with diversity, where students work together in a coordinated manner to perform academic tasks and enhance their personal learning.

Skills acquired through the challenge

- Learning clusters
- Networked cooperative learning
- Cooperative learning in the classroom

More information [HERE](#)

# Facilitation Dimension

## 3° Dimensión



Competency

### Time management

It is crucial to **coordinate well the timing of teaching and learning** to improve educational effectiveness, adjusting activities and goals to the individual learning pace of each student rather than the limited time available.



Challenge

### Coaching in the classroom

**Develop skills to manage time effectively** and meet the individual needs of students through the **design of educational experiences**.

Skills acquired through the challenge

- Differentiated education
- Constructive feedback
- Coaching strategies in education



Competency

### Learning environments

**Determine which spaces to use**, their conditions and how to place students according to learning objectives, **content and educational needs**.



Challenge

### Learning climate

**Promote emotional awareness and reflection** through interactive activities among students to establish a safe and trusting classroom environment, encouraging **active participation and group decision making**

Skills acquired through the challenge

- Peer-to-peer learning
- Emotional safety for learning
- Communication channels and class participation

More information [HERE](#)

# Facilitation Dimension

## 3° Dimension



Competency

### Educational resources

**Identify important educational resources to support** the teaching process, facilitating the communication of information, activities and practices.



#### Challenge 1

#### Digital competency in teaching

Use **technological tools to improve teaching**, implementing innovative methods that stimulate learning, motivation and student expectations.

#### Skills acquired through the challenge

- **Flipped learning:** how to turn the classroom upside down
- **Visual thinking**
- **Storytelling**



#### Challenge 2

#### Gamification of learning

**Encourage learning with familiar tools**, participatory games and storytelling to motivate students, generate emotions and **promote joint reflection**.

#### Skills acquired through the challenge

- **Criteria for the selection of digital resources**
- **Digital competence of teachers**
- **Design of educational games**

**More information [HERE](#)**





Competency

## Contextualization of learning

The way topics are presented and connected **influences** the depth and meaning of learning, encouraging approaches that **combine different areas and perspectives at a global level.**



Challenge

### Stimuli for learning

**Promote effective and personalized learning** using global, interdisciplinary and neuro-educational based approaches, **adapting activities with a variety of resources.**

Skills acquired through the challenge

- Multiple intelligence
- Use of the globalizing approach
- Stimuli for learning



Competency

## Institutional activities

**Contributing to learning experiences** through activities determined by the institution rather than the teacher, but in which the teacher actively participates, **is essential for achieving educational objectives.**



Challenge

### learning spaces

**Creating learning experiences** both inside and outside the classroom is **essential to achieving educational objectives.**

Skills acquired through the challenge

- Flexibility in the use of space
- Makerspaces
- Co-design of learning spaces

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**essential  
competencies for  
memorable  
teachers**

More information [HERE](#)

# Assessment Dimension

## 4° Dimension



### Competency

## Follow-up and tutoring

By **following students closely**, teachers can get to know each student as a whole and **make personalized decisions based on their characteristics, needs and interests.**



### Challenge

## Personalization of learning

**Develop skills to support each student** in a personalized way and promote the necessary motivation for their growth in competencies.

### Skills acquired through the challenge

- Adequacy of diversity
- Interrelationship of learning
- Flexible educational intervention proposals

More information [HERE](#)

# Assessment Dimension

## 4<sup>o</sup> Dimension



### Competency Assessment

**Establish clear evaluation criteria and objectives, use different methods and give constructive feedback to encourage active student participation.**



#### Challenge 1

#### Competency-based assessment

Evaluate how students apply their knowledge in real situations, assessing their progress and comparing it with their initial level.

Skills acquired through the challenge

- How to assess competences
- Diagnosis for learning
- Phases of evaluation



#### Challenge 2

#### Formative assessment

Use different assessment methods to gather evidence of student learning, guiding students to become aware of their starting point, progress, and learning goals, while helping them identify their next achievable challenge and to improve their learning.

Skills acquired through the challenge

- Assessment functions
- Diagnostics for learning
- Assessment tools

**2**  
essential  
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**Learn more about our training model, tools and resources designed to enhance teaching practice at**

[Teacherspro.com](https://www.teacherspro.com)