

## TEACHER COMPETENCES FOR PREVENTING THE SCHOOL DROPOUT

| A KNOWLEDGE   | B SKILLS   | C ATTITUDE AND VALUE  |
|---|--|---|
| <b>A1.Field Knowledge</b>   | <b>B1.Assessment and evaluation</b>  | <b>C1. Approach to the students</b>   |
| S/he has a theoretical, methodological and factual knowledge on the subject of dropout. | S/he uses the appropriate measuring instruments to identify students with a tendency to school dropout and do the necessary interpretations. | S/he shows attitudes to support the development of students.  |
| <b>A2. Legislation Knowledge</b>  | <b>B2.Preparation and Implementation of Action Plan</b>  | <b>C2.Communication and cooperation</b>   |
| S/he knows the related legislation  | S/he is able to prepare and implement action plans to prevent school dropout.  | S/he establishes effective communication and cooperation with student, colleague, family and other stakeholders of education. |

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| <b>A</b>  | <b>COMPETENCE FIELD: KNOWLEDGE</b>  |
|   | <b>SCOPE:</b> This field of competence covers teachers' competences in the field knowledge and legislative knowledge required for school dropout.                                       |
| <b>COMPETENCES</b>  | <b>COMPETENCE INDICATORS</b>  |
| <b>A1. SUBJECT KNOWLEDGE</b>  | <b>A1.1.</b> defines school dropout   |
| S/he has a theoretical, methodological and factual knowledge on the subject of dropout. | <b>A1.2.</b> knows the reasons for dropout.   |
|   | <b>A1.3.</b> knows the results of dropout.  |
|   | <b>A1.4.</b> knows characteristics of students who has tendency of school dropout   |
|   | <b>A1.5.</b> is aware that there may be students who has tendency to be in a physical tendency because of the characteristics of the school (socio-economic and environmental factors). |
| <b>A2. Legislation Knowledge</b>  |   |
| S/he knows the related legislation  |   |

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| <b>B</b> | <b>COMPETENCE FIELD: SKILLS</b> |
|          | <b>SCOPE:</b>                   |

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|---|--|
|   | This area of competence includes the teacher's competence implementing assessment and evaluation and preparing action plan.  |
| <b>COMPETENCES</b>  | <b>COMPETENCE INDICATORS</b>   |
| <b>B1. ASSESMENT AND EVALUATION</b><br>S/he uses the appropriate measuring instruments to identify students with a tendency to school dropout and do the necessary interpretations. | <b>B1.1.</b> uses the appropriate measuring instruments to identify students with a tendency to school dropout<br><b>B1.2.</b> interprets findings from measurement instruments used to identify students with dropout tendency<br><b>B1.3.</b> is able to observe the students with dropout tendency. |
| <b>B2. PREPARATION AND IMPLEMENTATION OF ACTION PLAN</b><br><br>S/he is able to prepare and implement action plans to prevent school dropout.                                       | <b>B2.1.</b> is able to prepare action plan for preventing dropout.<br><b>B2.2.</b> is able to implement the action plan which is prepared.<br><b>B2.3.</b> is able to evaluate the effectiveness of the action plan.  |

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| <b>C</b>  | <b>COMPETENCE FIELD: ATTITUDE AND VALUE</b>   |
|   | <b>SCOPE:</b> This competence area includes the teacher's approach to student, communication and cooperation competencies.  |
| <b>COMPETENCES</b>  | <b>COMPETENCE INDICATORS</b>  |
| <b>C1. APPROACHING TO THE STUDENTS</b><br>S/he shows attitudes to support the development of students.  | <b>C1.1.</b> values to all students as humanbeing and individuals<br><b>C1.2.</b> guides students in their personal development and future planning.  |
| <b>C2. COMMUNICATION AND COOPERATION</b><br>S/he establishes effective communication and cooperation with student, colleague, family and other stakeholders of education. | <b>C2.1.</b> takes care to use effective communication methods and techniques.<br><b>C2.2.</b> acts based on empathy and tolerance in human relations.<br><b>C2.3.</b> cooperates with family and colleagues in preventing school dropout |

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General objectives of the project are decreasing the school dropout in the partner countries in a holistic approach by developing education programs for students, online tests tools for teachers and students and increasing the teachers' competencies related to the preventing school dropout and making a contribution to the related measure around Europe.

The first target group of the project are teachers who can be more successful by attending professional solutions than individual solutions, and who need practical tools to detect the students who are at the risk of hidden or apparent dropout, who need to know how they can handle the situation of the dropout and what the innovative methods to prevent it, and who also need training.

The other target group are the students (who are at the risk of school dropout, who need a better quality of learning process and conditions. The factors that influence their dropout should be defined and eliminated and their relation with the school should be improved.

The project will involve 16 schools in the test and implementation, 800 teachers in competency tests, will educate 240 teachers in all partners country, test 480 students on the school dropout tendency test and educate 240 students to be better equipped to prevent their school leaving.

Partners of the project are:

CODEC vzw, Belgium – applicant organization [www.codecvzw.eu](http://www.codecvzw.eu)

GO! Atheneum Leopoldsburg, Belgium - [www.campusflx.be](http://www.campusflx.be)

Necmettin Erbakan Üniversitesi, Turkey - [www.erbakan.edu.tr](http://www.erbakan.edu.tr)

KIRSEHIR IL MILLI EGITIM MUDURLUGU, Turkey - [www.arge40.com](http://www.arge40.com)

Smart Idea, Slovenia - [www.erasmus-projects.eu](http://www.erasmus-projects.eu)

SOLSKI CENTER VELENJE, Slovenia - [www.scv.si](http://www.scv.si)

Agrupamento de Escolas de águas Santas, Portugal

JumpIN Hub - Associação para a Inovação e Empreendedorismo – [www.jumpinhub.com](http://www.jumpinhub.com)