



TRAECE - Training, Networking and Mobility in Early Childhood Education and Care with focus on children between 0 -6

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Project TRAECE Competence Matrix – Proposal All (EN)

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Version: Including Steps of Competence Development

Project Partners:

- VISTA College, Vocational College, Heerlen, The Netherlands
- Berufskolleg Viersen, Vocational College, Germany
- EU-Geschäftsstelle, Cologne Government Regional Office, Germany
- MLA Viimsi Lasteaiad Municipal Kindergartens, Kindergarten, Estonia
- Fondazione Centro Produttività Veneto, Chamber, Italy
- CEIP Rectora Adelaida de la Calle, Kindergarten, Spain

Cooperating Vocational College:

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COMPETENCE AREAS	STEPS OF COMPETENCE DEVELOPMENT			
1. Development of a professional attitude	1.1.1 He/She is able to define and explain what time-, self-management and self-reflection means.	1.1.2 He/She is able to develop an understanding of his/her professional role.	1.2.1 He/She is able to orientate his/her time- and self-management with everyday working life and to develop a critical reflective attitude. 1.2.2 He/She is able to analytically develop an understanding for his/her professional role.	1.3.1 He/She is able to reflect, use and further develop effective strategies for time- and self-management and health prevention (based on holistic approaches to health, e.g. salutogenesis) for training and the profession. 1.3.2 He/She is able to develop a pedagogical ethic and on this basis to develop a balanced professional role identity.

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2. Caring for children in a respectful way (body care, nutrition, hygiene)	2.1.1 He/She is able to organize care and nutritional situations as a basis for building relationships and to use them holistically for the development of the child.	2.1.2 He/She is able to participate in the selection and provision of food appropriate to the needs, age and child oriented.		

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3. Communicating and interacting with all the people involved in the occupational process	3.1.1 He/She is able to set up contact with children, families and colleagues initiating a pedagogical relationship and shaping it in an appreciative and empathetic way.	3.2.1 He/She is able to initiate and shape a pedagogical relationship that is tailored to needs and professionally sound.	3.2.2 He/She is able to recognize the individual needs of children, to create conditions that promote learning and development and to exchange on this subject with the team and families.	3.3.1 He/She is able to interact with families in a timely, confidential and professional manner to establish relationships that encourage mutual exchange of information about children.	3.3.2 He/She is able to organize a coordinated communication between educational institutions concerning the development and learning of children.
	3.1.2 He/She is able to set up conversations in a targeted, objective and understandable manner and to use gestures, facial expressions and body language in a targeted manner.			EQF level 3/4	

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4. Observing and documenting Children and Groups of Children	4.1.1 He/She is able to observe and document interests and needs of individuals and groups related to education, development and need for assistance.	4.2.1 He/She is able to observe individuals and groups and draw up resource-oriented observation protocols, interpret them and act accordingly.	4.3.1 He/She is able to use the educational documentation for the individual child/target group on the basis of the national educational plan and to use it for the planning and implementation of further educational processes.
	4.1.2 He/She is able to describe manageable group processes and take them into account in simple pedagogical activities.	4.2.2 He/She is able to analyse and conclude pedagogical group processes on the basis of observations and in cooperation with the group.	4.3.2 He/She is able to evaluate pedagogical group processes in cooperation with the group and then to develop a pedagogical group concept.

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5. Supporting Developmental and Educational Activities of Children in ECEC Institutions	5.1.1 He/She is able to identify a developmentally supportive environment for children (and groups of children) to support self-educational processes.	5.2.1 She/ he is able to analyse the learning environments of the learners, identify differences, recognize the need for individual support and design the learning environment to suit the target group.	5.3.1 He/She is able to modify didactic-methodical and pedagogical concepts in the planning of learning environments in the various educational areas for children in a technically well-founded manner.
	5.1.2 He/She is able to initiate and organize educational activities and take into account participation and resource-orientation.	5.2.2. He/She is able to plan, implement and reflect on targeted individual and group-related impulses/activities for education and development processes on the basis of participation and resource orientation.	5.3.2 He/She is able to cooperate on an institution-specific educational concept in a well-founded technical manner.

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COMPETENCE AREAS	STEPS OF COMPETENCE DEVELOPMENT					
6. Cooperating, Consulting and Agreeing with Parents in Educational partnership and Facilitating the Process of Transition	6.1.1 He/She is able to form educational partnerships with parents and other caregivers of the child in defined areas.	6.1.2 He/She is in a position to know the significance of transition situations for the child and, with the support of the team, to shape transition processes in sub-areas.	6.2.1 He/She is able to shape educational partnerships with parents and other reference persons in a participatory manner on the basis of national and institutional framework conditions.	6.2.2 He/She is able to design transitions on the basis of transition concepts.	6.3.1 He/She is able to implement a participatory concept for educational partnership, to evaluate it in a team and, if necessary, to further develop it.	6.3.2 He/She is able to systematically design, evaluate and, if necessary, further develop transition processes on the basis of scientific findings and conceptual ideas.

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7. Understanding, assisting and performing with diversity	<p>7.1.1 He/She is able to realize, define and respect cultural setting, values, differences and religious beliefs.</p> <p>7.1.2 He/She is able to recognize, name and accept special educational needs of children.</p>	<p>7.2.1 He/She is able to exchange concepts on diversity with experts and thus promote his/her own awareness of diversity (also in religious beliefs).</p> <p>7.2.2 He/She is able to recognize and identify the individual developmental needs of a child and to carry out targeted support activities that challenge the child's developmental potential.</p>	<p>7.3.1 He/She is able to value cultural, religious, social and gender diversity and to implement diversity policies.</p> <p>7.3.2 He/She is able to identify the individual developmental needs of each child and on this basis, with the support of the team, remove the barriers in the institution that may limit the development of each child.</p>	<p>7.4.1 He/She is able, to design, implement and evaluate a diversity concept for the institution (also in religious beliefs).</p> <p>7.4.2 He/She is able to recognize and name special educational needs of children and cooperates with a support specialist for changing the conditions of learning environment, if necessary.</p>

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COMPETENCE AREAS	STEPS OF COMPETENCE DEVELOPMENT		
8. Developing Institutional, Team related and Networking Processes	<p>8.1.1 He/She is able to maintain relationships with potential network partners on defined sub-areas of his/her work.</p> <p>8.1.2 He/She is be able to cooperate with the team to perform tasks related to his/her area of work.</p>	<p>8.2.1 He/She is able to design network activities taking into account network processes.</p> <p>8.2.2 He/She is able to actively and participatively shape team processes and develop his/her own role in the team.</p>	<p>8.3.1 He/She is able to plan and implement concepts for networking and to assess the opportunities and limits of multi-professional and interinstitutional cooperation.</p> <p>8.3.2 He/She is able to use strategies for designing teamwork processes in the institution and to promote criteria-driven team development.</p>

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<p>9 Administrative Tasks and Management</p>	<p>9.1.1 He/She is able, concerning the national regulations in his/her area of responsibility, to name and carry out and follow health and safety measures with a mentor.</p> <p>9.1.2 He/She is able to exercise and follow rights and duties in his/her field of responsibility.</p> <p>9.1.3 He/She is able to carry out administrative tasks within a manageable framework.</p> <p>9.1.4 He/She is able to follow national regulations of personal data.</p> <p>9.1.5 He/She is able to name and explain the mission statement of the institution.</p> <p>9.1.6 He/She is able to name basic target areas and work steps of quality development.</p>	<p>9.2.1 He/She is able to carry out and follow health and safety measures, concerning the national regulations in his/her area of responsibility.</p> <p>9.2.2 He/She is able to exercise and implement his/her rights and duties as an employee in socio-educational institutions on his/her own responsibility.</p> <p>9.2.3 He/She is able to construct complex administrative work (e.g. by using digital media).</p> <p>9.2.4 He/She is able to utilize personal data and to inform her/himself about new developments in this regard.</p>	<p>9.2.5 He/She is able to name the mission statement of the institution and to establish links between socio-educational action measures and the mission statement.</p> <p>9.2.6 He/She is able to cooperate in the quality development of educational and care concepts within the team.</p> <p>9.2.7 He/She is able to participate and organize the planning of basic organizational processes, (e.g. by using ICT-tools)</p>	<p>9.3.1 He/She is able to instruct and review colleagues on health and safety measures to ensure compliance with the regulations.</p> <p>9.3.2 He/She is able to exercise, implement and evaluate his/her rights and duties as an employee in socio-educational institutions on his/her own responsibility and to work for the interests of his/her professional group.</p> <p>9.3.3 He/She is able to implement complex administrative tasks using digital media and evaluate their effectiveness.</p> <p>9.3.4 He/She is able to exchange ideas about different educational and care concepts within the team and to participate actively and purposefully in the further development of the pedagogical</p>	<p>9.3.5 He/She is able to justify and implement personal data of relevant new developments and compliance with the regulations in the institution.</p> <p>9.3.6 He/She is able to evaluate and further develop the implementation of the institution's mission statement in cooperation with the team.</p> <p>9.3.7 He/She is able to participate in the development of educational training and care concepts in the team and in the institution and to apply quality development concepts (e.g. consideration of needs and status analysis).</p> <p>9.3.8 He/She is able to cooperate, discuss and develop essential criteria for the planning of processes and</p>

				concept on the basis of quality criteria.	organizational procedures. 9.3.9 He/She is able to analyse and assess changes in the legal, financial and social framework conditions.
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