

## Competency Set – Teachers/Educators

### **Task-Focused Competencies**

#### **Expert Knowledge**

Definition: The consolidation, presentation and dissemination of core knowledge and concepts to enhance student knowledge and understanding is the core purpose of the teacher/educational advisor role. He/she must stay abreast of current concepts and use effective teaching methods to impart this knowledge to the students. He/She should be expert and confident in his/her syllabus areas and also have a wider farming and market understanding.

#### Elements:

- Has in-depth and up to date knowledge of core syllabus areas.
- Is expert in current teaching methodologies and strong on dissemination and delivery of information.

#### Behavioural Anchors:

- Demonstrates an in-depth knowledge of core syllabus areas.
- Keeps up to date with the trends, leading edge applications- practises and research in the core syllabus areas.
- Demonstrates a sound grasp of teaching methods and learning theories.
- Develops an effective teaching approach based on the practical applications of the expert knowledge.
- Uses information technology to support and enhance education delivery.
- Demonstrates a broad knowledge across agriculture and market areas.
- Contributes to the accumulation of expert and applied knowledge & concepts in the education area.

### **Analysis, Assessment and Evaluation**

Definition: The Teacher must be able to apply academic tools and methods, assessment & evaluation frameworks and other structured templates to help students to identify what their current performance status is, the areas for improvement and their potential career and learning options going forward.

Elements:

- Collects and consolidates information using various methodologies to help students learn.
- Identifies the critical learning points and focuses on these.
- Assesses student learning with appropriate standards and methods.

Behavioural Anchors:

- Collects and analyses information from diverse sources effectively consolidating it into learning formats.
- Using analytical, graphical and other templates to effectively illustrate trends, make comparisons and demonstrate benchmarks & measures.
- Effectively models data, trends and options & extrapolates learning points from them.
- Identifies the salient and critical learning points within curriculum areas and puts the teaching focus on these (e.g. identifies the knowledge areas that will bring the greatest added value)
- Establishes appropriately demanding standards and assesses students objectively against these.
- Critically appraises student performance using both quantitative and qualitative methods.

### **Planning and Project Organisation**

Definition: The Teacher must be well organised at a personal and professional level. He/she must be able to plan, prepare and organise classes, learning events, student projects, work –plans, placements and other logistical areas. He/she must demonstrate strong prioritising skills and use technology to good effect.

Elements:

- Designs and organises teaching plans, class schedules and work plans.
- Plans and organises placements.
- Tracks work and is able to adjust plans if necessary.

Behavioural Anchors:

- Designs and formats effective and stimulating teaching plans and materials (e.g. templates, learning tools, records etc)
- Efficiently organises class schedules and work plans.
- Identifying the critical priorities within plans and schedules.
- Is systematic in organises a diverse range of learning events.
- Plans ahead effectively to ensure adequate placements are in place and that others are well briefed in a timely fashion.
- Tracks work in progress and adjusts activities as required.
- Manages own time to best effect, multi-tasking effectively.
- Uses technology to best effect to make work more efficient.

### **Quality and Customer Service Focus**

Definition: The Teacher/Education Adviser must deliver training and education programs to a consistently high standard. He/she must support, track and assess student performance in a consistent way. He/she must ensure that there is full compliance with rules and regulations.

#### Elements:

- Prepares, delivers and monitors education programs to a consistently high standard.
- Maintains accurate up to date records.
- Complies with health and safety regulations.

#### Behavioural Anchors:

- Delivers education and training programs to a consistently high standard.
- Meets or exceeds all crucial deadlines.
- Tracks and assesses student's work in a fair and consistent way.
- Ensures that he/she does thorough preparation for teaching activity.
- Maintains accurate and thorough records and keeps administration up to date.
- Pays close attention to ensuring compliance with rules and regulations particularly in the health and safety area.

## **Interpersonal Competencies**

### **Educating and Information Transmission**

**Definition:** Provides an information transmission and educational contribution to students, clients and colleagues that is comprehensive, relevant, up to date and effective in its delivery. Develops tools and templates to enhance the learning from and application of concepts and new knowledge.

**Elements:**

- Imparts information in a clear, precise and interesting way using a range of methods and techniques.
- Is aware of broader issues in farming and marketing.
- Challenges students to derive maximum learning from their experience.

**Behavioural Anchors:**

- Imparts information in a clear and precise way using a variety of formats (e.g. verbal, written, graphic, electronic etc).
- Develops erudite and rational propositions buttressed with evidential arguments and data.
- Uses a range of teaching and presentation techniques to bring the content alive and enhance learner interest and absorption.
- Provides an interesting perspective on the broader farm & market environment.
- Guides and empowers students to derive the maximum learning from their experience.
- Educating by challenging & developing student thinking (e.g. eliciting inductive thinking & development of personal views).
- Is comfortable giving talks and lectures in a variety of settings.

### **Influencing and Persuading Others**

**Definition:** Puts across advice and proposals to students and others in a persuasive and compelling way. Positively influences the thinking of others in an effective way. Effectively promotes and sells the benefits of the educational service to a wide potential audience.

**Elements:**

- Presents proposals well and makes a well argued case.
- Persuades others of the benefits of Teagasc services.

**Behavioural Anchors:**

- Positions his/her proposals well and provides persuasive evidence and material to support them.
- Clarifies how educational services can enhance the longer term prospects for farmers.
- Makes a well-argued case and deals skilfully with objections.
- Makes a positive communication impact using attention getting examples.
- Makes a case with conviction and enthusiasm.
- Provides a strong benefits case for education and learning.
- Persuades others of the positive contribution of Teagasc's services.
- Deploys a variety of means to promote the educational and training services.

## **Relationship Building and Networking**

Definition: Develops rapport and understanding with others in an engaging way. Builds and sustains positive working relationships across a wide range of areas and situations. Provides an empathic support to students. Builds a wide network of contacts within and outside the College/AMU.

### Elements:

- Builds rapport with a range of people including students.
- Responds effectively to student issues and provides support where necessary in a proactive manner.
- Manages conflict well.

### Behavioural Anchors:

- Builds rapport and engagement easily with a range of people.
- Develops rapport and empathy with students.
- Shows strong listening, clarifying and checking skills.
- Developing a good understanding of student issues and concerns.
- Manages conflict with or between others in a sensitive & skilful manner.
- Finds the right level of rapport and tone in communication with others.
- Provides effective emotional support to students.
- Ensures that he /she is available and responsive to student issues.
- Anticipates difficult issues and proactively provides supports.
- Develops a broad network of relationships and contacts that facilitates the broader education enterprise.

## **Collaboration and Teamwork**

Definition: Works effectively with colleagues and other stakeholders. Looks for opportunities to share skills and work collaboratively with colleagues from other disciplines. Provides support and advice to others in a timely and empathic way.

### Elements:

- Shares information and collaborates well with colleagues.
- Develops projects involving a wide range of disciplines.
- Respects and values contributions and expertise of colleagues.

### Behavioural Anchors:

- Works in an open and transparent manner, sharing knowledge, information and data with colleagues.
- Collaborates with colleagues from other disciplines on projects & activities.
- Initiates learning projects & programmes that involve a range of disciplines within and outside Teagasc.
- Manages inter-disciplines issues and conflict sensitively and skilfully.
- Proactively provides technical assistance or other support to colleagues.
- Consults and involves colleagues in issues and activities.
- Shows a real respect and value for the contribution and expertise of colleagues.

### **Knowledge Management And Transfer**

Definition: Proactively looks for opportunities to share knowledge and skills with others. Records and documents critical teaching processes and knowledge so that others may apply or benefit from their use. Develops and implements ways of transferring teaching and learning techniques and knowledge to others.

Elements:

- Writes up learning plans and other student materials.
- Provides instruction and support to less experienced colleagues.

## **Personal Qualities Competencies**

### **Initiative and Drive**

Definition: Actively suggests and implements improvements to work processes. Works with a high degree of independence yet knows when the involvement of others is required.

Elements:

- Adopting a positive, constructive and proactive approach at work.
- Taking the initiative to address issues or suggest improvements.
- Achieves a good balance between independent and collaborative initiatives.

Behavioural Anchors:

- Takes the initiative when he/she sees that an issue needs to be addressed.
- Takes full ownership of all role relevant tasks and drives issues through to completion.
- Takes personal responsibility for solving client issues and other problems.
- Makes improvements to work practices and procedures and comes up with suggestions for how work activities can be done better.
- Acts quickly when a problem arises and doesn't let it fester or grow.
- Uses knowledge and experience to help others solve problems.
- Enjoys taking a lot of responsibility and aiming for challenging goals and targets.
- Is comfortable consulting or involving others to help solve a problem.
- Knows when to seek assistance or to refer an issue to a supervisory level.

### **Flexibility and Openness to Change**

Definition: Adopts an open-minded and flexible approach to the work. Accepts and even welcomes change and new service initiatives. Adapts and adjusts quickly to changing circumstances.

Elements:

- Is open to change and new ways of working.
- Adapts approach to fit new circumstances.
- Responds quickly to emergencies.

Behavioural Anchors:

- Is open to change and new thinking.
- Tries out new ways of working with an open mind.
- Looks ahead and anticipates how he/she will need to adjust to changing circumstances.
- Helps others to adapt to changing realities.
- Adapts work priorities to meet changing demands.
- Adapts work style & activity pattern to fit with new priorities.
- Shifts quickly and easily from one task or activity to another.
- Responds quickly to an urgent demand or request.

## **Continuous Professional Development**

Definition: Keeping abreast of current and leading edge trends and thinking is critical to the credibility and value adding contribution of the Teacher and Education Adviser. Keeps abreast of the educational and training literature. Uses technology to aid the acquisition of new knowledge. Attends learning events, seminars etc on a regular basis.

### Elements:

- Plans personal development activities.
- Networks and learns from others.

### Behavioural Anchors:

- Puts time into regularly updating his/her knowledge and skills.
- Plans personal development activities from the PMDS that are relevant and specific to his/her contribution areas.
- Puts into effect the personal development aspects of his/her PMDS plan.
- Experiments with new technologies to enhance learning and teaching delivery.
- Attends learning & networking events.
- Learns from colleagues.
- Acts as an effective learning resource for others.
- Avails of informal coaching or mentoring opportunities.