

### 3. Skills and knowledge for the framework of competences – level 6

The non-exhaustive list presented hereunder gives examples of what the teachers have to teach and include in situations during theoretical and practical lessons in order to enhance the development and the evaluation the learners' competences.

#### Competence 1 :

#### Demonstrate a good command of the art and science of teaching circus

##### Skills :

- To plan, prepare and organise both a one off workshop, or longer-term course plan
- To choose teaching methods and adapt them to the context
- To create and implement, alone or in team, circus lessons/sessions
- To stimulate in each participant : curiosity and exploration, imagination and self-expression, research and experimentation, decision making
- To use the basic tools for the creation, the organisation, the communication and the logistics of an event, show, artistic creation or presentation

##### Knowledge :

- Circus techniques : theories which support the safe practice of the circus disciplines
- Pedagogy and didactics : theories which support the safe practices of the circus disciplines
- Basics in psychological development
- Knowledge of the human body : basics in anatomy and physiology, principles of motor development from childhood to adult
- Basics on the concept of creativity and on creativity development methods
- Principles of group management and group dynamics theories
- Methods for building a performance dramaturgy of circus performances

## Competence 2 :

### Create and maintain a safe physical and emotional learning environment

#### Skills :

- Apply the basic rules of safety concerning circus equipment (according to each country) ; and teach safety requirements to the participants
- To follow the health procedures and emergency rules defined by the host organisation and the host country's legislation
- To understand and respect the limits and functions of the human body
- To identify the most frequent injuries in circus practice
- To create and ensure trust and emotional safety
- To ensure the physical and moral integrity of the participants
- To be aware of safety issues of a specific target group
- To set rules and to have them respected
- To use the basic tools for the management of the group energy (warm-up, energetic, cool down, team building, concentration...).
- To analyse the group and its dynamic using group management tools and techniques
- Basic first aid skills

#### Knowledge :

- Basic knowledge of rigging, and safety standards/requirements of circus equipment and props; maintenance of the equipment.
- Health procedures and emergency rules defined by the host organisation and the host country's legislation
- First aid
- Knowledge of the human body : basics in anatomy and physiology, principles of motor development from childhood to adult
- Physical education sciences : techniques for body preparation, warming-up, cooling-down, relaxation, stretching
- Principles of group management and group dynamics theories

## Competence 3 :

### Develop pedagogical tools and practices in accordance with the learning objectives and adapt them to the needs of the situation

#### Skills :

- To set measurable objectives
- To define and to document precisely the main objectives of a programme
- To define and to document precisely the specific objectives of one course session
- To propose activities in line with the objectives
- To adapt an activity and the content of the course to a context, a specific group or to a learning objective
- To identify the resources and constraints (time, material and other resources) and to use them efficiently
- To give clear and precise explanations
- To use different communication modes when teaching (verbal and non-verbal...)
- To be attentive to/to observe the behaviour of the target group
- To explain and to justify the choice of the form for the presentation of a project
- To create a presentation of the project involving each participant
- To use the different artistic skills and cultural elements of the participants during session, as well as within the presentation

#### Knowledge :

- Basic of development and social psychology
- Knowledge of the human body : principles of motor development from childhood to adult
- Basic didactics of physical education
- Principles of group management and group dynamics theories
- Intercultural learning theories and inclusive educational approaches
- Communication theories and methods
- Learning styles theories
- General artistic knowledge/culture

## Competence 4 :

### Support the personal and social development of the participants

#### Skills :

- To be able to give useful and helpful feedback to the participants, using a variety of techniques
- To observe the behaviour of the target group
- To develop a plan to support the ownership of participant's learning
- To propose learning stimulating initiatives, critical thinking, choice and decision making in each participant
- To coach and advise participants
- To use the different, artistic skills and cultural elements of the participants during session, as well as within the presentation
- To analyse a conflictual situation and to identify various solutions
- To understand how a conflict breaks out and how to manage it
- To use the basic principles of non-violent communication

#### Knowledge :

- Intercultural learning theories and inclusive educational approaches
- Communication theories and methods
- Principles of group management and group dynamics theories
- Mediation and conflict transformation
- Non violent communication
- General artistic culture

## Competence 5 :

### Conduct research relevant to the field of youth and social circus pedagogy

#### Skills :

- To define social/youth circus and its main objectives
- To identify the different fields of application (scope) of youth and social circus
- To explore his/her own definition of youth and social circus
- To search the academic and other literature/sources for useful tools and technique
- To identify and analyse the historical, demographic, economic, cultural and social structures of their territory
- To identify and define the target group and partners
- To analyse the motivations, needs, expectations and potential of the target group
- To apply research techniques and evaluation methods

#### Knowledge :

- Definition of youth and social circus and its main objectives
- Youth research approaches, actors and sources
- Situation, status and condition of the public in society
- Politics, society, policies relevant to the public/territory
- Interests, concerns and needs of the public
- Research techniques
- Evaluation methods

## Competence 6 :

### Evaluate professional practice

#### Skills :

- To prepare and use tools for the monitoring and the evaluation of a course
- To analyse personal training situations, to question them and to propose adapted solutions
- To evaluate the competences and level of knowledge of the participants
- To evaluate and adjust the objectives of a project
- To give and receive feedback
- To analyse the levels of responsibility/goals of all the partners of a social/youth circus project
- To use appropriate tools for communicating and cooperating with a partner
- To participate in the evaluation and debriefing meetings in team and with their partners
- To be able to find options for improvement and ways to implement them in the relevant practice

#### Knowledge :

- Evaluation methods
- Debriefing techniques
- Groups dynamics theories

## Competence 7 :

### Communicate with a range of audiences using the appropriate tools

#### Skills :

- To communicate effectively and to adapt the mode of communication to different publics
- To communicate, share information between the partners of a youth/social circus project and within the host organisation
- To explain/communicate in public relevant information related to a project
- To write follow-up report
- To use ITC (mails)
- To use software such as Word, PPT, etc
- To use grammatical rules

#### Knowledge :

- Communication methods
- Basic computer and software knowledges
- Report writing methods

## Competence 8 :

### Manage an educational project

#### Skills :

- To identify the resources and constraints (time, material and other resources) and to use/ manage them efficiently
- To develop a long term programme/plan for a youth/social project using available resources
- To plan the chosen activities in a succession of steps (always taking into account the need of the participants)
- To adapt the content of a session to the duration of the project
- To explain their own position (role and function) within the structure of the host organisation
- To understand/highlight their own level of responsibility within the host organisation
- To understand/highlight the principles, the values and the philosophy of the host organisation
- To be able to define the role of all the members of a team
- To understand the terms of the work contract
- To explain their personal conception of the profession : commitments, responsibilities and limits
- To respect the rules and laws of professional ethics

#### Knowledge :

- Ethics of the sector
- Policies and programmes of the organisation
- Organisational management and development
- Project management frameworks
- Resources management



## Glossary

	Definition	Source
Assessment standard	Document that describes the statements of the learning outcomes to be assessed and the methodology used	Adapted from CEDEFOP project (2008)
Competence	The proven ability to use knowledge, skills and personal, social and/ or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.	The European Qualifications Framework for Lifelong Learning (EQF)
Education (as a sector of activities)	Process by which one develops abilities, attitudes and other forms of behaviour considered having value in the society in which one lives.	UNESCO thesaurus
Educational plan	A systematic arrangement of learning sequences in order to reach one or several learning objectives.	
Educational standard	Document that describes the statements of learning objectives, content of curricula, entry requirements as well as resources required to meet the learning objectives.	Adapted from CEDEFOP project (2008)
European Qualifications Framework	The EQF is a common European reference framework, which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. It has two principal aims: to promote citizens' mobility between countries and to facilitate their lifelong learning.	The European Qualifications Framework for Lifelong Learning (EQF)
Formal learning	Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to certification.	Adapted from Terminology of European education and training Policy, CEDEFOP, 2014
Framework of Competences	Set of documents expressing the expectations of the education, using competences and capacities. These documents may also contain the description of situation families, criteria and indicators.	Adapted from CEDEFOP project (2008)
Health work (as a sector of activities)	Sector whose primary intent is to enhance health.	Adapted from the definition of the World Health Report 2006
Job profile	Document that describes the statements of the activities and tasks related to a specific job and to its practice.	Adapted from CEDEFOP project (2008)
Knowledge	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.	The European Qualifications Framework for Lifelong Learning (EQF)
Learning activities	An educational process imparting knowledge and skills and intended to stimulate learning through direct experience.	
Learning objective	Learning objectives are brief statements that describe/defines what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period.	The glossary of education reform ( <a href="http://edglossary.org/learning-objectives/">http://edglossary.org/learning-objectives/</a> )
Learning outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process. They are defined in terms of knowledge, skills and competence.	The European Qualifications Framework for Lifelong Learning (EQF)
Learning sequences	Learning sequences are units (or part) of the whole educational plan that defines what the learners and the teacher should do with a given set of resources and tools; and ordered/combined together in order to reach one or several learning objective.	

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Non-formal learning	Learning embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's point of view  Comments: - non-formal learning outcomes may be validated and may lead to certification - non-formal learning is sometimes described as semi-structured learning	Adapted from Terminology of European education and training Policy, CEDEFOP, 2014
Performing arts (as a sector of activities)	The performing arts are those forms of art in which individual people perform separately or together. The artist's own body, face, and presence is needed for the performance. Performing arts include the dance, music, opera, drama, magic, oratory and circus arts.	<a href="https://simple.wikipedia.org/wiki/Performing_arts">https://simple.wikipedia.org/wiki/Performing_arts</a>
Physical education (as a sector of activities)	The sector provides an excellent opportunity to learn and practice skills to enhance lifelong fitness and good health. These activities may include daily running, swimming, cycling and climbing, as well as more structured games and sports. [...] However physical education is not limited to training in physical skills, and has more than just a recreational dimension.	Adapted from European Commission/EACEA/ Eurydice, 2013. Physical Education and Sport at School in Europe Eurydice Report. Luxembourg: Publications Office of the European Union.
Professional practice	Professional practice is the way an individual behaves in his/ her workplace and uses his/her knowledge and skills in his/her particular profession.	
Reference frameworks	A combination of values, practices, codes and standards, which are referred to in order to clearly define a curriculum (e.g. European Qualifications Framework, laws and decrees, national certification framework, reference guides for competences and professional activities, values and standards of the profession/ the education institution).	cofoe
Situations family	Group of professional situations showing enough common characteristics to mobilize the same competences and capacities in identical conditions. These situations are common and must be correctly managed by students during internships. They represent the various functions, which the student has to face by mobilizing their various competences.	
Skills	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).	The European Qualifications Framework for Lifelong Learning (EQF)

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Social circus	Social circus is directed to a public often with fewer opportunities, specific needs and from different sociocultural backgrounds. Generally speaking, these publics' needs or difficulties are of different kinds: trouble focusing on tasks, behavioural difficulties, body-awareness, ... The main objective of the pedagogical work is the personal development of its participants, by developing personal skills such as open-mindedness, self- esteem, tolerance, respect, responsibility, autonomy, perseverance and self-confidence. Circus arts serve also as mediator enabling the creation of true group cohesion by working on the inclusion of all participants. Social circus promotes hence individual and relational abilities and becomes a convector of human values since it wishes to equip its participants with useful skills for every-day life.	« Framework of competences for social circus trainers », Caravan, p.24 <a href="http://www.caravancircusnetwork.eu/wp-content/uploads/2015/02/LEO1fnalLOW2.pdf">http://www.caravancircusnetwork.eu/wp-content/uploads/2015/02/LEO1fnalLOW2.pdf</a>
Social work (as a sector of activities)	Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people.	Extract of the definition, which was approved by the International Federation of Social Workers General Meeting and the International Association of Schools of Social Work General Assembly in July 2014 in Melbourne.
Special needs education	Educational activity and support designed to address specific needs of disabled children or children failing school for reasons known to impede optimal progress. Comment: the term 'special needs education' is now preferred to the term 'special education'. The older term was mainly understood to refer to education of children with disabilities, taking place in special schools or institutions distinct from, and outside the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions of the regular system. Source: based on Unesco, 1997.	Terminology of European education and training Policy, CEDEFOP, 2014
Youth circus	Implementation of activities and circus techniques with young people, generally as an « out-of-school education ». The main objective of the pedagogical work is the personal development of its participants, by developing personal skills such as open-mindedness, self-esteem, tolerance, respect, responsibility, autonomy, perseverance and self-confidence. This sector targets specifically young people.	
Youth work (as a sector of activity)	Youth work has three essential features: Young people choose to participate; The work takes place where the young people are; It recognises that the young person and the youth worker are partners in a learning process. Youth work encompasses a broad range of activities (eg social, cultural, educational, sports-related and political) carried out with, by and for young people [..]  Youth work provides out-of-school education, as well as leisure activities managed by professional or voluntary youth workers and youth leaders.	Extract of European Commission, <a href="http://ec.europa.eu/youth/policy/implementation/work_en.htm">http://ec.europa.eu/youth/policy/implementation/work_en.htm</a>