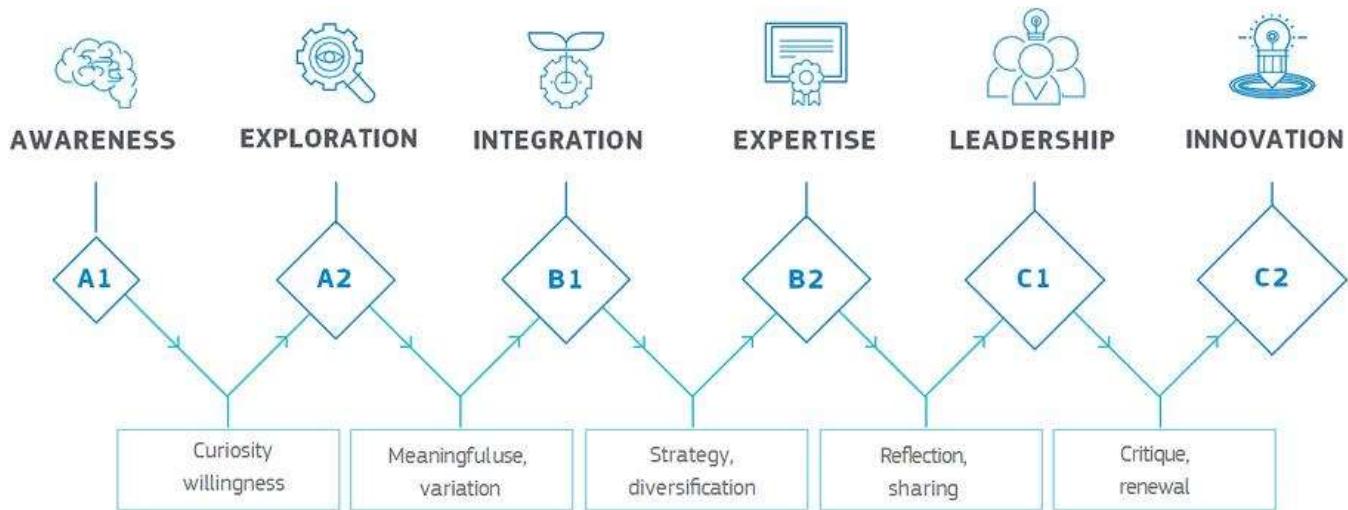




EU Science Hub

DigCompEdu proficiency levels



DigCompEdu distinguishes six stages or levels along which educators' digital competence typically develops. For each stage a role descriptor is provided which reflects the particular focus of digital technology use typical for the competence stage. These role descriptors also relate to an educator's relative strengths and roles within a professional community.

Newcomer (A1)

Newcomers are aware of the potential of digital technologies for enhancing pedagogical and professional practice. However, they have had very little contact with digital technologies and use them mainly for lesson preparation, administration or organisational communication. Newcomers need guidance and encouragement to expand their repertoire and to apply their existing digital competence in the pedagogical realm. [collapsed]

Explorer (A2)

Explorers are aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice. They have started using digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach. Explorers need encouragement, insight and inspiration, e.g. through the example and guidance of colleagues, embedded in a collaborative exchange of practices.

Integrator (B1)

Integrators experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their practices. They creatively use them to enhance diverse aspects of their professional engagement. They are eager to expand their repertoire of practices. They are, however, still working on understanding which tools work best in which situations and on fitting digital technologies to

pedagogic strategies and methods. Integrators just need some more time for experimentation and reflection, complemented by collaborative encouragement and knowledge exchange to become *Experts*.

Expert (B2)

Experts use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for particular situations, and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use experimentation as a means of expanding, structuring and consolidating their repertoire of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice.

Leader (C1)

Leaders have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. They rely on a broad repertoire of digital strategies from which they know how to choose the most appropriate for any given situation. They continuously reflect on and further develop their practices. Exchanging with peers, they keep updated on new developments and ideas. They are a source of inspiration for others, to whom they pass on their expertise.

Pioneer (C2)

Pioneers question the adequacy of contemporary digital and pedagogical practices, of which they themselves are *Leaders*. They are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. Pioneers experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. Pioneers are a unique and rare species. They lead innovation and are a role model for younger teachers.

For each of the 22 competences, level descriptors and proficiency statements are provided that allow educators to understand their level of competence and their specific development needs.

Area 1: Professional Engagement

1.1 Organisational communication

Progression

Proficiency statements

Newcomer (A1)	Making little use of digital technologies for communication	I rarely use digital technologies for communication.
Explorer (A2)	Being aware and making basic use of digital technologies for communication	I make use of digital technologies for communication e.g. with learners, parents, colleagues or support staff.
Integrator (B1)	Using digital technologies for communication in an effective and responsible way	I use different digital communication channels and tools, depending on the communication purpose and context. I communicate responsibly and ethically with digital technologies, e.g. respecting netiquette and acceptable use policies (AUP).
Expert (B2)	Using digital technologies for communication in a structured and responsive way	I select the most appropriate channel, format and style for a given communication purpose and context. I adapt my communication strategies to the specific audience.
Leader (C1)	Evaluating and discussing communication strategies	I evaluate, reflect on and collaboratively discuss how digital technologies are used effectively for organisational and individual communication. I use digital technologies to make administrative procedures more transparent for learners and/or parents and to allow them to make informed choices on future learning priorities.
Pioneer (C2)	Reflecting on and re-designing communication strategies	I contribute to developing a coherent vision or strategy on using digital technologies effectively and responsibly for communication.

1.2 Professional Collaboration

Progression

Proficiency statements

Newcomer (A1)	Making little use of digital technologies for collaboration	I rarely use digital technologies to collaborate with colleagues.
Explorer (A2)	Being aware and making basic use of digital technologies for collaboration	I use digital technologies to collaborate with colleagues in my organisation, e.g. on a dedicated joint project, or to exchange content, knowledge and opinions.
Integrator (B1)	Using digital technologies to share and exchange practice	I use digital communities to explore new pedagogic resources or methods and to get fresh ideas. I use digital technologies to share and exchange the resources I use, my knowledge and opinion, with colleagues within and beyond my organisation.
Expert (B2)	Using digital technologies for collaborative knowledge construction	I actively use digital communities to exchange ideas and collaboratively develop digital resources.
Leader (C1)	Using digital technologies for reflecting on and enhancing practices and competences	I use the insight and resources, generated in the collaborative networks I belong to, to get feedback on and improve my competences, and to expand my repertoire of digital practices.
Pioneer (C2)	Using digital technologies to facilitate innovative practice	I use digital communities to collaborate with peers on innovating pedagogical practices. I use digital communities to help other educators develop their digital and pedagogic competences.

1.3 Reflective Practice

Progression	Proficiency statements
Newcomer (A1)	Being unsure about one's development needs I know that I need to enhance my digital skills, but I am unsure how and where to start.
Explorer (A2)	Being aware of one's development needs I am aware of the limits of my own digital competence and my training needs.
Integrator (B1)	Using experimentation and peer learning as a source for development I seek to improve and update my digital pedagogical competence through experimentation and peer-learning. I creatively experiment with and reflect on new pedagogical approaches, enabled by digital technologies.
Expert (B2)	Using a range of resources to develop one's individual digital and pedagogic practices I actively seek out best practices, courses or other advice to improve my own digital pedagogies and wider digital competences. I evaluate, reflect on and discuss with peers how to use digital technologies to innovate and improve educational practice.
Leader (C1)	Collaboratively reflecting on and enhancing pedagogic practice in general I follow current research on innovative teaching and integrate research findings into my practice. I evaluate, reflect on and collaboratively discuss policy and organisational practice concerning the use of digital technologies. I help peers in developing their digital competence.
Pioneer (C2)	Innovating educational policies and practices I develop, individually or in collaboration with peers, a vision or strategy for improving educational practice through the use of digital technologies. I reflect on and evaluate with colleagues and/or researchers different digital practices, methods and policies, with a view to developing innovative methods.

1.4 Digital Continuous Professional Development

Progression	Proficiency statements
Newcomer (A1)	Making little use of the internet for updating knowledge I only rarely, if at all, use the internet to update my knowledge or skills.
Explorer (A2)	Using the internet for updating knowledge I use the internet to update my subject-specific or pedagogical knowledge.
Integrator (B1)	Using the internet to identify opportunities for CPD I use the internet to identify suitable training courses and other opportunities for professional development (e.g. conferences).
Expert (B2)	Exploring online CPD opportunities I use the internet for professional development, e.g. by participating in online courses, webinars, or consulting digital training materials and video tutorials. I use formal and informal exchanges in professional online communities as a source for my professional development.
Leader (C1)	Critically and strategically using the internet for CPD I consult a range of possible online training opportunities and select those which best fit my development needs, learning style and time constraints. I actively participate in online training opportunities and contribute to improving them and guiding others in making appropriate choices by providing feedback.
Pioneer (C2)	Using the internet to provide CPD to peers I use digital technologies to advise peers on innovative teaching practices, e.g. in professional communities, through personal blogs, or by developing digital training materials for them.

Area 2: Digital Resources

2.1 Selecting digital resources

Progression

Proficiency statements

Newcomer (A1)	Making little use of the internet to find resources	I only rarely, if at all, use the internet to find resources for teaching and learning.
Explorer (A2)	Being aware and making basic use of digital technologies for finding resources	<p>I use simple internet search strategies to identify digital content relevant for teaching and learning.</p> <p>I am aware of common educational platforms which provide educational resources.</p>
Integrator (B1)	Identifying and assessing suitable resources using basic criteria	<p>I adapt my search strategies based on the results I obtain.</p> <p>I filter results to find suitable resources, using appropriate criteria.</p> <p>I evaluate the quality of digital resources based on basic criteria, such as e.g. place of publication, authorship, other users' feedback.</p> <p>I select resources that my learners may find appealing, e.g. videos.</p>
Expert (B2)	Identifying and assessing suitable resources using complex criteria	<p>I adapt my search strategies to identify resources which I can modify and adapt, e.g. searching and filtering by license, filename extension, date, user feedback etc.</p> <p>I locate apps and/or games for my learners to use.</p> <p>I evaluate the reliability of digital resources and their suitability for my learner group and specific learning objective.</p> <p>I give feedback and recommendations on the resources I use.</p>
Leader (C1)	Comprehensively identifying and assessing suitable resources, considering all relevant aspects	<p>In addition to search engines, I use a variety of other sources, e.g. collaborative platforms, official repositories, etc.</p> <p>I evaluate the reliability and suitability of content based on a combination of criteria, verifying also its accuracy and neutrality.</p> <p>When I use resources in class, I contextualise them for the students, e.g. by pointing out their source and potential bias.</p>
Pioneer (C2)	Promoting the use of digital resources in education	<p>I provide guidance to colleagues on effective search strategies and suitable repositories and resources</p> <p>I set up my own repository of (links to) resources, appropriately annotated and rated, and make it available for other colleagues to use.</p>

2.2 Creating and modifying digital content

Progression	Proficiency statements
Newcomer (A1) Refraining from modifying digital resources	I may make use of digital resources, but I do not usually modify them or create my own resources.
Explorer (A2) Creating and modifying resources using basic tools and strategies	<p>I use office software to design and modify e.g. worksheets and quizzes.</p> <p>I create digital presentations for instructional purposes.</p>
Integrator (B1) Creating and modifying resources using some advanced features	<p>When I create digital resources (e.g. presentations), I integrate some animations, links, multimedia or interactive elements.</p> <p>I make some basic modifications to the digital learning resources I use to fit them to the learning context, e.g. editing or deleting parts, adapting the general settings.</p> <p>I address a specific learning objective when selecting, modifying, combining and creating digital learning resources.</p>
Expert (B2) Adapting advanced digital resources to a concrete learning context	<p>I integrate a range of interactive elements and games into my self-created instructional resources.</p> <p>I modify and combine existing resources to create learning activities that are tailored to a concrete learning context and objective, and to the characteristics of the learner group.</p> <p>I understand different licenses attributed to digital resources and know the permissions granted to me as regards modifying resources.</p>
Leader (C1) Creating, co-creating and modifying resources according to the learning context , using a range of advanced strategies	<p>I create and modify complex and interactive digital learning activities, e.g. interactive worksheets, online assessments, online collaborative learning activities (e.g. wikis, blogs), games, apps, visualisations</p> <p>I co-create learning resources with colleagues.</p>
Pioneer (C2) Creating complex, interactive digital resources	I create my own apps or games to support my educational objectives.

2.3 Managing, protecting and sharing digital resources

Progression	Proficiency statements
Newcomer (A1) Not employing strategies for sharing resources.	I store and organise digital resources for my own future use.
Explorer (A2) Managing resources using basic strategies	I share educational content via e-mail attachments or through links. I am aware that some resources distributed on the Internet are copyrighted.
Integrator (B1) Effectively sharing and protecting resources using basic strategies	I share educational content on virtual learning environments or by uploading, linking or embedding it e.g. on a course website or blog. I effectively protect sensitive content, e.g. exams, students' reports. I understand the copyright rules that apply to the digital resources I use for school purposes (images, text, audio and film).
Expert (B2) Professionally sharing resources	I share resources embedding them into digital environments. I effectively protect personal and sensitive data and restrict access to resources as appropriate. I correctly reference resources affected by copyright.
Leader (C1) Digitally publishing self-created resources	I compile comprehensive digital content repositories and make them available to learners or other educators. I apply licenses to the resources I publish online.
Pioneer (C2) Professionally publishing self-created digital content	I annotate the resources I digitally share and enable others to comment, rate, modify, re-arrange or add to them.

Area 3: Teaching and Learning

3.1 Teaching

Making **basic use** of available digital technologies for instruction

Progression

Proficiency statements

Newcomer (A1)	Making little use of digital technologies for instruction	I do not or only very rarely use digital devices or digital content in my teaching.
Explorer (A2)	<p>I use available classroom technologies, e.g. digital whiteboards, projectors, PCs.</p> <p>I choose digital technologies according to the learning objective and context.</p>	
Integrator (B1)	Integrating available digital technologies meaningfully into the teaching process	<p>I organise and manage the integration of digital devices (e.g. classroom technologies, students' devices) into the teaching and learning process.</p> <p>I manage the integration of digital content, e.g. videos, interactive activities, into the teaching and learning process.</p>
Expert (B2)	Using digital technologies purposefully to enhance pedagogic strategies	<p>I consider appropriate social settings and interaction modes when integrating digital technologies.</p> <p>I use digital technologies in teaching to increase methodological variation.</p> <p>I set up learning sessions or other interactions in a digital environment.</p>
Leader (C1)	Orchestrating, monitoring and flexibly adapting the use of digital technologies to enhance pedagogic strategies.	<p>I structure learning session so that different (teacher-led and learner-led) digital activities jointly re-inforce the learning objective.</p> <p>I structure and manage content, contributions and interaction in a digital environment.</p> <p>I continuously evaluate the effectiveness of digitally enhanced teaching strategies and revise my strategies accordingly.</p>
Pioneer (C2)	Using digital technologies to innovate teaching strategies	<p>I provide full courses or learning modules in a digital learning environment.</p> <p>I experiment with and develop new formats and pedagogical methods for instruction.</p>

3.2 Guidance

Progression	Proficiency statements
Newcomer (A1)	Making little use of digital technologies for interacting with learners I do not or only very rarely communicate with learners through digital means, e.g. e-mail.
Explorer (A2)	Employing basic digital strategies to interact with learners I use digital technologies, e.g. e-mail or chat, to respond to learners' questions or doubts, e.g. on homework assignments.
Integrator (B1)	Using digital technologies to enhance interaction with learners I use a common digital communication channel with my learners to respond to their questions and doubts. I am frequently in contact with learners and listen to their problems and questions.
Expert (B2)	Using digital technologies to enhance monitoring and guidance I interact with learners in the collaborative digital environments I use, monitoring their behaviour and providing individual guidance and support as needed. I experiment with new forms and formats for offering guidance and support, using digital technologies.
Leader (C1)	Employing digital technologies strategically and purposefully to provide guidance and support When I set up learning activities in digital environments, I foresee learners' needs for guidance and cater for them, e.g. with a help or FAQ section, or with video tutorials. When I implement digital learning activities in class, I make sure I am able to (digitally) monitor student behaviour, so that I can offer guidance when needed.
Pioneer (C2)	Using digital technologies to innovate guidance provision I develop new forms and formats for offering guidance and support, using digital technologies.

3.3 Collaborative learning

Progression

Proficiency statements

Newcomer (A1)	Making little use of digital technologies in collaborative learning activities	I do not or only very rarely consider how students could use digital technologies in collaborative activities or assignments.
Explorer (A2)	Encouraging learners to use digital technologies in their collaborative activities	When implementing collaborative activities or projects, I encourage learners to use digital technologies to support their work, e.g. for internet search or to present their results.
Integrator (B1)	Implementing digital technologies into the design of collaborative activities.	I design and implement collaborative activities, in which digital technologies are used by learners for their collaborative knowledge generation, e.g. for sourcing and exchanging information. I require learners to document their collaborative efforts using digital technologies, e.g. digital presentations, videos, blog posts.
Expert (B2)	Using digital environments to support collaborative learning	I set up collaborative activities in a digital environment, e.g. blogs, wikis, moodle, virtual learning environments. I monitor and guide learners' collaborative interaction in digital environments. I use digital technologies to enable learners to share insights with others and receive peer-feedback, also on individual assignments.
Leader (C1)	Using digital environments for learners' collaborative knowledge generation and peer assessment	I design and manage diverse collaborative learning activities, where learners use a variety of technologies to collaboratively conduct research, document findings and reflect on their learning, both in physical and in virtual learning environments. I use digital technologies for peer-assessment and as a support for collaborative self-regulation and peer-learning.
Pioneer (C2)	Using digital technologies to innovate learner collaboration	I use digital technologies to invent new formats for collaborative learning.

3.4 Self-regulated learning

Progression

Proficiency statements

Newcomer (A1)	Making little use of digital technologies for self-regulated learning	I do not or only very rarely consider how students could use digital technologies in self-regulated activities or assignments.
Explorer (A2)	Encouraging learners to use digital technologies in self-regulated learning activities	I encourage learners to use digital technologies to support their individual learning activities and assignments, e.g. for information retrieval or presenting results.
Integrator (B1)	Implementing digital technologies into the design of self-regulated learning activities.	I encourage learners to use digital technologies to collect evidence and record progress, e.g. to produce audio or video recordings, photos, texts. I use digital technologies (e.g. ePortfolios, learners' blogs) to allow learners to record and showcase their work.
Expert (B2)	Using digital environments to comprehensively support self-regulated learning	I use digital technologies or environments (e.g. ePortfolios, blogs, diaries, planning tools) to allow learners to manage and document all stages of their learning, e.g. for planning, information retrieval, documentation, reflection and self-assessment. I help learners in developing, applying and revising suitable criteria for self-assessment, with the support of digital technologies.
Leader (C1)	Critically reflecting on the digital strategies used to foster self-regulated learning	I reflect on the appropriateness of my digital strategies in fostering self-regulated learning and continuously enhance my strategies.
Pioneer (C2)	Developing new digital formats and/or pedagogic approaches for self-regulated approaches to foster self-directed learning	I develop new digital formats and/or pedagogical approaches to foster self-directed learning.

Area 4: Assessment**4.1 Assessment strategies**

Progression		Proficiency statements
Newcomer (A1)	Making little use of digital technologies for assessment	I do not or only very rarely use digital assessment formats.
Explorer (A2)	Integrating digital technologies into traditional assessment strategies	I use digital technologies to create assessment tasks which are then administered in paper-format. I plan for students' use of digital technologies in assessment tasks, e.g. in support of assignments.
Integrator (B1)	Employing and modifying existing digital assessment tools and formats	I use some existing digital technologies for formative or summative assessment, e.g. digital quizzes, e-portfolios, games. I adapt digital assessment tools to support my specific assessment goal, e.g. create a test using a digital test system.
Expert (B2)	Strategically using a range of digital assessment formats	I use a range of e-assessment software, tools and approaches, for formative assessment, both in the classroom and for learners to use after school. I select between different assessment formats the one that most adequately captures the nature of the learning outcome to be assessed. I design digital assessments which are valid and reliable.
Leader (C1)	Comprehensively and critically selecting, creating and adapting digital assessment formats	I use a variety of digital and non-digital assessment formats, aligned with content and technology standards, and am aware of their benefits and drawbacks. I critically reflect on my use of digital technologies for assessment and adapt my strategies accordingly.
Pioneer (C2)	Developing innovative assessment formats, using digital technologies	I develop new digital formats for assessment, which reflect innovative pedagogic approaches and allow for the assessment of transversal skills.

4.2 Analysing evidence

Progression	Proficiency statements
Newcomer (A1)	<p>Making little use of digital data for monitoring progress</p> <p>I do not or only very rarely refer to digitally recorded data to understand where my students stand.</p>
Explorer (A2)	<p>Evaluating basic data on learner activity and performance</p> <p>I evaluate administrative data (e.g. attendance) and data on student performance (e.g. grades) for individual feedback and targeted interventions.</p> <p>I am aware that digital assessment tools (e.g. quizzes, voting systems) can be used within the teaching process to provide me with timely feedback on learners' progress.</p>
Integrator (B1)	<p>Evaluating a range of digital data to inform teaching</p> <p>I evaluate the data resulting from digital assessments to inform learning and teaching.</p> <p>I am aware that the data on my learners' activity, as it is recorded in the digital environments which I use with them, can help me monitor their progress and provide them with timely feedback and assistance.</p>
Expert (B2)	<p>Strategically employing digital tool for data generation</p> <p>I use digital technologies (e.g. quizzes, voting systems, games) within the teaching process to provide me with timely feedback on learners' progress.</p> <p>I use the data analysis tools provided by the digital environments I use to monitor and visualise activity.</p> <p>I interpret the data and evidence available in order to better understand individual learners' needs for support.</p>
Leader (C1)	<p>Using digital data to reflect on learning patterns and teaching strategies</p> <p>I continuously monitor digital activity and regularly reflect on digitally recorded learner data to timely identify and react upon critical behaviour and individual problems.</p> <p>I evaluate and synthesize the data generated by the various digital technologies I use to reflect on the effectiveness and suitability of different teaching strategies and learning activities, in general and for certain learner groups.</p>
Pioneer (C2)	<p>Innovating data generation and evaluation</p> <p>I implement advanced data generation and visualisation methods into the digital activities I employ, e.g. based on learning analytics.</p> <p>I critically assess and discuss the value and validity of different data sources as well as the appropriateness of established methods for data analysis.</p>

4.3 Feedback and Planning

Progression

Proficiency statements

Newcomer (A1)	Making little use of digital data for feedback and planning	I am not aware how digital technologies can help me in providing feedback to learners or adapting my teaching strategies.
Explorer (A2)	Using digital technologies to inform feedback	I use digital technologies to compile an overview on learners' progress, which I use as a basis for offering feedback and advice.
Integrator (B1)	Using digital technologies to provide feedback	<p>I use digital technology to grade and give feedback on electronically submitted assignments.</p> <p>I help students and/or parents to access information on learners' performance, using digital technologies.</p>
Expert (B2)	Using digital data to enhance the effectiveness of feedback and support	<p>I adapt my teaching and assessment practices, based on the data generated by the digital technologies I use.</p> <p>I provide personal feedback and offer differentiated support to learners, based on the data generated by the digital technologies used.</p> <p>I use digital technologies to enable learners and parents to remain updated on progress and make informed choices on future learning priorities, optional subjects or future studies.</p>
Leader (C1)	Using digital technologies to personalise feedback and support	<p>I assist learners in identifying areas for improvement and jointly develop learning plans to address these areas, based on the evidence available.</p> <p>I use the data generated by digital technologies to reflect on which teaching strategies work well for which kind of learners and adapt my teaching strategies accordingly.</p>
Pioneer (C2)	Using digital data to evaluate and improve teaching	I reflect on, discuss, re-design and innovate teaching strategies in response to the digital evidence I find, as concerns learners' preferences and needs as well as the effectiveness of different teaching interventions and learning formats.

Area 5: Empowering Learners

5.1 Accessibility and inclusion

Progression	Proficiency statements
Newcomer (A1)	Being concerned about accessibility and inclusion I am afraid that the use of digital technologies in teaching will make it even more difficult for already disadvantaged students to participate and keep up with the others.
Explorer (A2)	Being aware of accessibility and inclusion issues I understand the importance of ensuring equal access to the digital technologies used for all students. I am aware that digital technologies can hinder or improve accessibility.
Integrator (B1)	Addressing accessibility and inclusion I understand how access to digital technology creates divides and how students' social and economic conditions have an impact on the way technology is used. I ensure that all students have access to the digital technologies I use. I am aware that compensatory digital technologies can be used for learners' in need of special support (e.g. learners with physical or mental constraints; learners with learning disorders)
Expert (B2)	Enabling accessibility and inclusion I select digital pedagogical strategies that adapt to learners' digital contexts, e.g. limited usage time, type of device available. I consider and respond to potential accessibility issues when selecting, modifying or creating digital resources and provide alternative or compensatory tools or approaches for learners with special needs. I employ digital technologies and strategies, e.g. assistive technologies, to remediate individual learners' accessibility problems, e.g. visual or hearing impairments.
Leader (C1)	Enhancing accessibility and inclusion I select and employ digital pedagogical strategies fitted to learners' digital technology uses, competences, expectations, attitudes, misconceptions and misuses I employ design principles for increasing accessibility for the resources and digital environments used in teaching, e.g. as concerns font, size, colours, language, layout, structure. I continuously monitor and reflect on the suitability of the measures implemented to improve accessibility and adapt my strategies accordingly.
Pioneer (C2)	Innovating strategies for accessibility and inclusion I reflect on, discuss, re-design and innovate strategies for equal access to and inclusion in digital education.

5.2 Differentiation and personalisation

Progression

Proficiency statements

Newcomer (A1)	Being uncertain about the potential of digital technologies for differentiation and personalisation	I do not know how digital technologies can help me offer personalised learning opportunities.
Explorer (A2)	Being aware of the potential of digital technologies for differentiation and personalisation	I am aware that digital technologies can support differentiation and personalisation, e.g. by providing activities at different levels and speeds.
Integrator (B1)	Employing digital technologies for differentiation and personalisation	I select and use some learning activities, e.g. quizzes or games, that allow learners to proceed at different speeds, select different levels of difficulty and/or repeat activities previously not solved adequately.
Expert (B2)	Strategically using a range of digital technologies for differentiation and personalisation	When designing learning and assessment activities, I use a range of different digital technologies, which I adapt and adjust to account for different needs, levels, speeds and preferences.
Leader (C1)	Comprehensively and critically implementing differentiated and personalised learning	When sequencing and implementing learning activities, I allow for different learning pathways, levels and speeds and flexibly adapt my strategies to changing circumstances or needs.
Pioneer (C2)	Innovating strategies for differentiation and personalisation, using digital technologies	I design, in collaboration with learners and/or parents, personalised learning plans which allow all learners to follow their individual learning needs and preferences, with the aid of appropriate digital resources.

5.3 Actively engaging learners

Progression	Proficiency statements
Newcomer (A1)	Making little use of digital technologies for learner engagement I only very rarely, if at all, use digital technologies to motivate or engage learners.
Explorer (A2)	Using digital technologies to engage learners I use digital technologies to visualise and explain new concepts in a motivating and engaging way, e.g. by employing animations or videos. I employ digital learning activities which are motivating and engaging, e.g. games, quizzes.
Integrator (B1)	Fostering learners' active use of digital technologies I put learners' active use of digital technologies at the centre of the instructional process. I choose the most appropriate tool for fostering learner active engagement in a given learning context or for a specific learning objective.
Expert (B2)	Using digital technologies for learners' active engagement with the subject matter I use a range of digital technologies to create a relevant, rich and effective digital learning environment, e.g. by addressing different sensory channels, learning styles and strategies, by methodologically varying activity types and group compositions. I reflect on how effective the teaching strategies employed are in increasing learner engagement and active learning.
Leader (C1)	Comprehensively and critically implementing strategies for active learning I select, design, employ and orchestrate the use of digital technologies within the learning process according to their potential for fostering learners' active, creative and critical engagement with the subject matter. I reflect on how suitable the different digital technologies I use are in increasing learners' active learning and adapt my strategies and choices accordingly.
Pioneer (C2)	Innovating digital strategies for active learning I reflect on, discuss, re-design and innovate pedagogic strategies for actively engaging learners.

Area 6: Facilitating Learners' Digital Competence

6.1 Information and media literacy

Progression	Proficiency statements
Newcomer (A1) Making little use of strategies fostering learners' information literacy	I do not or only very rarely consider how I could foster learners' information and media literacy.
Explorer (A2) Encouraging learners to use digital technologies for informational retrieval	I encourage learners to use digital technologies for information retrieval, e.g. on assignments.
Integrator (B1) Implementing activities fostering learners' information and media literacy	<p>I implement learning activities in which learners use digital technologies for information retrieval.</p> <p>I teach learners how to find information, how to assess its reliability, how to compare and combine information from different sources.</p>
Expert (B2) Strategically using a range of pedagogic strategies to foster learners' information and media literacy	<p>I use a range of different pedagogic strategies to enable learners to critically compare and meaningfully combine information from different sources.</p> <p>I teach learners how to quote sources appropriately.</p>
Leader (C1) Comprehensively and critically fostering learners' information and media literacy	I critically reflect on how suitable my pedagogic strategies are in fostering learners' information and media literacy and adapt my strategies accordingly.
Pioneer (C2) Using innovative formats for fostering learners' information and media literacy	I reflect on, discuss, re-design and innovate pedagogic strategies for fostering learners' information and media literacy.

6.2 Digital communication and collaboration

Progression	Proficiency statements	
Newcomer (A1)	Making little use of strategies fostering learners' digital communication and collaboration	I do not or only very rarely consider how I could foster learners' digital communication and collaboration.
Explorer (A2)	Encouraging learners to use digital technologies for communication and collaboration	I encourage learners to use digital technologies to interact with other learners, with their educators, management staff and third parties.
Integrator (B1)	Implementing activities fostering learners' digital communication and collaboration	<p>I implement learning activities in which learners use digital technologies for communication</p> <p>I guide learners in respecting behavioural norms, appropriately selecting communication strategies and channels, and being aware of cultural and social diversity in digital environments.</p>
Expert (B2)	Strategically using a range of pedagogic strategies to foster learners' digital communication and collaboration	<p>I use a range of different pedagogic strategies in which learners use digital technologies for communication and collaboration.</p> <p>I support and encourage learners to use digital technologies to participate in public discourses and to use digital technologies actively and consciously for civic participation.</p>
Leader (C1)	Comprehensively and critically fostering learners' digital communication and collaboration	<p>I incorporate assignments and learning activities which require learners to effectively and responsibly use digital technologies for communication, collaboration, knowledge co-creation, and civic participation.</p> <p>I critically reflect on how suitable my pedagogic strategies are in fostering learners' digital communication and collaboration and adapt my strategies accordingly.</p>
Pioneer (C2)	Using innovative formats for fostering learners' digital communication and collaboration	I reflect on, discuss, re-design and innovate pedagogic strategies for fostering learners' digital communication and collaboration.

6.3 Digital content creation

Progression

Proficiency statements

Newcomer (A1)	Making little use of strategies fostering digital content creation by learners	I do not or only very rarely consider how to foster digital content creation by learners.
Explorer (A2)	Encouraging learners to use digital technologies for creating content	I encourage learners to express themselves using digital technologies, e.g. by producing texts, images, videos.
Integrator (B1)	Implementing activities fostering digital content creation by learners	I implement learning activities in which learners use digital technologies to produce digital content, e.g. in the form of text, photos, other images, videos, etc.
Expert (B2)	Strategically using a range of pedagogic strategies to foster digital content creation by learners	I encourage learners to publish and share their digital productions.
Leader (C1)	Comprehensively and critically fostering digital content creation by learners	I use a range of different pedagogic strategies to enable learners to express themselves digitally, e.g. by contributing to wikis or blogs, by using ePortfolios for their digital creations.
Pioneer (C2)	Using innovative formats for fostering digital content creation by learners	I enable learners to understand the concept of copyright and licenses and how to re-use digital content appropriately.
		I detect and counteract plagiarism, e.g. by using digital technologies.
		I critically reflect on the suitability of my pedagogic strategies in fostering learners' creative digital expression and adapt my strategies accordingly.
		I guide learners in designing, publishing and licensing complex digital products, e.g. creating websites, blogs, games or apps.
		I reflect on, discuss, re-design and innovate pedagogic strategies for fostering digital expression and creation by learners.

6.4 Responsible use

Progression

Proficiency statements

Newcomer (A1)	Making little use of strategies fostering learners' digital wellbeing	I am aware that digital technologies can positively and negatively affect learners' wellbeing.
Explorer (A2)	Encouraging learners to use digital technologies safely and responsibly	<p>I foster learners' awareness of how digital technologies can positively and negatively affect health and wellbeing, e.g. by encouraging them to identify behaviour (of their own or of others) that makes them happy or sad.</p> <p>I foster learners' awareness of the benefits and drawbacks of the openness of the internet.</p>
Integrator (B1)	Implementing measures to ensure learners' wellbeing	<p>I give practical and experience-based advice on how to protect privacy and data, e.g. using passwords, adjusting the settings of social media.</p> <p>I assist learners in protecting their digital identity and managing their digital footprint.</p> <p>I advise learners on effective measures to confine or counter the impact of inappropriate behaviour (of their own or their peers).</p>
Expert (B2)	Pedagogically supporting learners' use of digital technologies to ensure their wellbeing	<p>I develop strategies to prevent, identify and respond to digital behaviour that negatively affects learners' health and wellbeing (e.g. cyberbullying)</p> <p>I encourage learners to assume a positive attitude towards digital technologies, being aware of possible risks and limits, but also being confident that they can manage these in order to reap the benefits.</p>
Leader (C1)	Strategically and critically developing learners' responsible and safe use of digital technologies	<p>I enable learners to understand risks and threats in digital environments (e.g. identity theft, fraud, stalking, phishing) and how to react appropriately.</p> <p>I critically reflect on the suitability of my pedagogic strategies to foster learners' digital wellbeing and adapt my strategies accordingly.</p>
Pioneer (C2)	Developing innovative approaches to fostering learners' ability to use digital technologies for their own wellbeing	I reflect on, discuss, re-design and innovate pedagogic strategies to foster learners' ability to use digital technologies for their own wellbeing.

6.5 Digital problem solving

Progression

Proficiency statements

Newcomer (A1)	Making little use of strategies fostering learners' digital problem solving	I do not or only very rarely consider how to foster learners' digital problem solving.
Explorer (A2)	Encouraging learners to use digital technologies to solve problems	I encourage learners to solve technical problems using trial and error. I encourage learners to transfer their digital competence to new situations.
Integrator (B1)	Implementing activities fostering learners' digital problem solving	I implement learning activities in which learners use digital technologies creatively, expanding their technical repertoire. I encourage learners to help each other in developing their digital competence.
Expert (B2)	Strategically using a range of pedagogic strategies to foster learners' digital problem solving	I use a range of different pedagogic strategies to enable learners to apply their digital competence to new situations or in new contexts. I encourage learners to reflect on the limits of their digital competence and help them identify suitable strategies for further developing it.
Leader (C1)	Comprehensively and critically fostering learners' digital problem solving	I enable learners to seek out different technological solutions to a problem, investigate their benefits and drawbacks and critically and creatively come up with a new solution or product. I critically reflect on the suitability of my pedagogic strategies to foster learners' digital competence and expand their repertoire of digital strategies, and adapt my methods accordingly.
Pioneer (C2)	Using innovative formats for fostering learners' digital problem solving	I enable learners to apply their digital competence in unconventional ways to new situations and creatively come up with new solutions or products. I reflect on, discuss, re-design and innovate pedagogic strategies for fostering learners' digital problem solving skills.