



Improving Teachers and Students Professional Development with Twin Transition in Sub-Saharan Africa (101177880 — TeProD — ERASMUS-EDU-2024-CBHE)



## D3.1 Personal Development Roadmap

TASK LEADER: UEW

WORK PACKAGE LEADER: IUM

## TeProD partners

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                          |
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## 1. About the Task

In this task the teachers (formulate Personal development plans (goals and timetable) with aspects of assessment and reflection. At the same time HEIs create Peer Group Action Plan to support mutual communication and co-operation during and after the project

### 1.1. Objectives

To develop individualized Personal Development Roadmaps (PDRs) for trainees to enhance their:

1. **Green Competencies:** Ability to integrate sustainability principles into their decisions, actions, and practices in work, education, and daily life.
2. **Digital Competencies:** Proficiency with AI tools, LMS platforms, and digital resources.
3. **Pedagogical competencies:** Innovative teaching strategies, student engagement, and assessment design.

### 1.2. Target group

The target groups are university lecturers and prospective teachers.

## 2. Methodology

### 2.1. Phase 1: Orientation and awareness

This will take place before the actual roadmap development begins. The goal here is to build foundational understanding of what green, digital and pedagogical competencies mean within an educational context. Trainees participate in introductory workshops that explain relevant tools and the learning process, trainees complete a self-assessment-based form, developed to be institution specific to help trainees identify their own strengths and gaps, which will inform the competencies they choose to focus on in their roadmap.

### 2.2. Phase 2: Guided Roadmap Planning

In this phase, trainees receive structured support to create a clear, achievable plan for developing their selected competencies. During this phase, facilitators guide participants through each section of the roadmap template (**Template is attached**). Peer discussion groups provide opportunities to exchange ideas, and sample roadmaps serve as practical references. This will be streamlined with the Peer group Action Plan (**PGAP**) in attached. Each trainee drafts a personal roadmap, and trainers or mentors offer one-on-one feedback to help refine the goals, actions, and timelines (**guidelines for administering is given below**). The aim is to ensure that every roadmap is personalized, focused, and realistic.

### 2.3. Phase 3: Review and Reflection

In this phase, the trainer focuses on the clarity, relevance, and feasibility of their goals and plans. Trainer assesses whether the selected competencies are clearly defined, aligned with current educational priorities, and realistic within the trainee's teaching context. The action plans should outline practical steps that balance both learning and classroom application, such as attending workshops, engaging in peer learning, or integrating specific tools into lessons. Additionally, the quality of the proposed methods for developing and demonstrating these

competencies should be evaluated, ensuring that they include specific platforms or teaching scenarios and clear ways to collect evidence of progress. The review should also consider the realism of the timeline and whether milestones are well-paced, with room for adaptation if needed. Look for meaningful integration between green and digital elements, such as using digital tools to promote sustainability concepts, and assess the trainee's readiness to reflect on and adapt their approach. The roadmap should show how the planned development will enhance their teaching and student outcomes. Feedbacks should highlight strengths, identify areas for improvement, and pose guiding questions to support deeper reflection. Review should not only evaluate the quality of the roadmap but also encourage continued growth and motivation throughout the transition process.

### **3. USING THE PERSONAL DEVELOPMENT ROADMAPS TEMPLATE (PDR) AND PGAP GUIDELINES**

#### **PDR Template**

The PDR template (**see attached**) includes four key sections: (1) competence requirement, (2) what I will do to achieve this, (3) how, where, and when I will develop and demonstrate the competence, and (4) target date for completion. Added to these are Assessment and Reflection sections.

#### **3.1. Competence Requirement**

This is about identifying the skill or knowledge the trainee aims to develop. This could range from using a learning management system (LMS) more effectively, to creating interactive content, to integrating digital assessment tools into teaching. The section should include a clearly stated competency, a short rationale explaining why the skill is important to the educator's role or teaching subject. To help participants complete this section, trainers can facilitate a skills self-assessment activity and offer examples of competencies relevant to their teaching context.

For the competence requirement under **Green Competencies (Sustainability & Environmental Literacy)**, the following can be considered.

**Table 1: Competence requirement (Green Competencies (Sustainability & Environmental Literacy))**

| <b><i>Competence (Green Competencies (Sustainability &amp; Environmental Literacy))</i></b> | <b><i>Competence Requirement</i></b>                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Sustainability Awareness</i></b>                                                      | <ul style="list-style-type: none"> <li>- Understand environmental, social, and economic pillars of sustainability</li> <li>- Recognize human impact on nature/society</li> <li>- Identify local/global sustainability challenges</li> <li>- Understand UN SDGs</li> <li>- Promote sustainable behavior through education</li> </ul> |
| <b><i>Systems Thinking</i></b>                                                              | <ul style="list-style-type: none"> <li>- Identify interconnections between ecological, social, and economic systems</li> <li>- Use system mapping tools (e.g., feedback loops)</li> <li>- Analyze root causes</li> <li>- Apply holistic thinking in teaching and planning</li> </ul>                                                |
| <b><i>Climate &amp; Environmental Literacy</i></b>                                          | <ul style="list-style-type: none"> <li>- Understand climate science (e.g., greenhouse effect)</li> <li>- Know environmental issues (e.g., deforestation, pollution)</li> <li>- Read/interpret climate data</li> <li>- Know climate policies (e.g., Paris Agreement)</li> <li>- Communicate environmental issues clearly</li> </ul>  |
| <b><i>Circular Economy Principles</i></b>                                                   | <ul style="list-style-type: none"> <li>- Distinguish circular vs. linear models</li> <li>- Apply "reduce, reuse, recycle" concepts</li> <li>- Promote sustainable consumption</li> <li>- Understand product life cycles</li> <li>- Teach circular economy practices</li> </ul>                                                      |

For the competence requirement under **Digital Competencies (Tech-Enhanced Teaching and Learning)**, the following can be considered.

**Table 2: Competence requirement (Digital Competencies (Tech-Enhanced Teaching and Learning))**

| <b><i>Competence (Digital Competencies (Tech-Enhanced Teaching and Learning))</i></b> | <b><i>Competence Requirement</i></b>                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Digital Literacy</i></b>                                                        | <ul style="list-style-type: none"> <li>- Basic computer and device operation</li> <li>- Safe internet use and email</li> <li>- Evaluating and citing online information</li> <li>- Using cloud storage and digital tools</li> </ul>                                                                                                                                                                                              |
| <b><i>AI Literacy</i></b>                                                             | <ul style="list-style-type: none"> <li>- Understanding basic AI concepts and applications in education</li> <li>- Differentiating between AI, machine learning, and automation</li> <li>- Recognizing opportunities and limitations of AI in teaching and learning</li> <li>- Designing AI-supported personalized learning pathways</li> <li>- Enhancing lesson planning and content delivery with AI recommendations</li> </ul> |
| <b><i>Learning Management System (LMS)</i></b>                                        | <ul style="list-style-type: none"> <li>- Navigating LMS interface</li> <li>- Uploading course materials</li> <li>- Creating assignments and quizzes</li> <li>- Communicating with students</li> <li>- Monitoring student activity</li> </ul>                                                                                                                                                                                     |
| <b><i>Blended &amp; Online Teaching Skills</i></b>                                    | <ul style="list-style-type: none"> <li>- Designing hybrid/online lessons</li> <li>- Using live and recorded teaching tools</li> <li>- Managing virtual student engagement</li> <li>- Applying online pedagogy</li> </ul>                                                                                                                                                                                                         |
| <b><i>Digital Content Creation</i></b>                                                | <ul style="list-style-type: none"> <li>- Creating multimedia content (e.g., videos, slides, handouts)</li> <li>- Using tools like Canva or video editors</li> <li>- Designing for diverse learning needs</li> </ul>                                                                                                                                                                                                              |
| <b><i>Collaborative Digital Tools</i></b>                                             | <ul style="list-style-type: none"> <li>- Using shared platforms (Google Docs, Microsoft Teams, Padlet)</li> <li>- Facilitating online group activities</li> <li>- Assigning and tracking collaborative tasks</li> </ul>                                                                                                                                                                                                          |
| <b><i>Digital Assessment Methods</i></b>                                              | <ul style="list-style-type: none"> <li>- Designing online quizzes and surveys</li> </ul>                                                                                                                                                                                                                                                                                                                                         |

***Data Privacy & Digital Ethics***

- Using LMS grading tools
  - Providing digital feedback
  - Analyzing assessment data for improvement
  - Understanding data protection laws
  - Ensuring secure student data handling
  - Promoting ethical online behavior
  - Teaching digital citizenship
- 

For the competence requirement under **Pedagogical Competencies (Teaching & Learning Practice)** the following can be considered.

**Table 3: Competence (Pedagogical Competencies (Teaching & Learning Practice))**

| <b><i>Competence (Pedagogical Competencies (Teaching &amp; Learning Practice))</i></b> | <b><i>Competence Requirement</i></b>                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Curriculum Alignment and Course Design</i></b>                                   | <ul style="list-style-type: none"> <li>- Understand curriculum standards and learning outcomes</li> <li>- Align objectives with content, activities, and assessments</li> <li>- Sequence content logically</li> <li>- Use backward design or constructive alignment models</li> </ul>                                        |
| <b><i>Interdisciplinary Teaching</i></b>                                               | <ul style="list-style-type: none"> <li>- Integrate content and skills from multiple subject areas</li> <li>- Design cross-curricular lessons or projects</li> <li>- Collaborate with colleagues across disciplines</li> <li>- Relate learning to real-world themes and issues</li> </ul>                                     |
| <b><i>Inclusive and Accessible Pedagogy</i></b>                                        | <ul style="list-style-type: none"> <li>- Adapt materials for diverse needs and abilities</li> <li>- Use inclusive language and teaching strategies</li> <li>- Promote equity and respect in classroom practices</li> </ul>                                                                                                   |
| <b><i>Reflective Teaching Practice</i></b>                                             | <ul style="list-style-type: none"> <li>- Regularly reflect on teaching strategies and student outcomes</li> <li>- Use journals, peer feedback, or video reviews for self-evaluation</li> <li>- Identify areas for improvement and professional growth</li> <li>- Adjust teaching based on reflection and evidence</li> </ul> |

### 3.2. “What I Will Do to Achieve This,”

This section outlines the steps or learning actions the educator will take to build the selected competence. This might include attending a specific workshop, completing an online course, watching tutorials, or shadowing a peer who already uses the tool. The section should contain a list of these activities and, ideally, break them down into manageable parts to make progress trackable. Trainers can support this by presenting a menu of learning options, encouraging trainees to personalize their action plans, and providing sample templates or structured planning tools for them to fill out.

The following in **checklist** can be used by the trainer to direct trainees under the action “**What I will Do to Achieve This**”

**Table 4: Suggested Checklist and guide for “What I will Do to Achieve This” section of the Roadmap.**

| <b><i>Action Category</i></b>              | <b><i>Checklist Items</i></b>                                                        |
|--------------------------------------------|--------------------------------------------------------------------------------------|
| <b><i>1. Learn</i></b>                     | ✓ Enroll in a course, webinar, or training related to the competence                 |
|                                            | ✓ Read articles, reports, or key documents (e.g., UN SDGs, case studies)             |
|                                            | ✓ Watch instructional videos or tutorials on key concepts                            |
| <b><i>2. Observe &amp; Collaborate</i></b> | ✓ Observe a peer or mentor applying this competence in practice                      |
|                                            | ✓ Join a community of practice or educator network focused on sustainability         |
|                                            | ✓ Collaborate with colleagues on a sustainability-themed project or lesson           |
| <b><i>3. Plan &amp; Apply</i></b>          | ✓ Develop a lesson, activity, or project incorporating the competence                |
|                                            | ✓ Break the plan into manageable, trackable steps                                    |
|                                            | ✓ Use real-world sustainability issues to frame student learning                     |
| <b><i>4. Engage Students</i></b>           | ✓ Facilitate student discussions, projects, or challenges linked to the topic        |
|                                            | ✓ Encourage critical thinking and values-based exploration                           |
|                                            | ✓ Support student innovation, problem-solving, or activism                           |
| <b><i>5. Reflect &amp; Evaluate</i></b>    | ✓ Reflect on your own teaching practices related to the competence                   |
|                                            | ✓ Collect feedback or evidence of student learning (e.g., work samples, reflections) |
|                                            | ✓ Adjust your strategy based on what works or doesn't work                           |

### **3.3. “How, Where, and When I Will Demonstrate the Competence,”**

In this section, trainee describe how they will put the competence into practice in their actual teaching environment. For example, they might plan to create a digital quiz for a lesson, use an interactive whiteboard during a presentation, or incorporate digital tools for student collaboration. This section should include the teaching setting, the tool or platform being used, and how success will be evaluated (e.g., student engagement, feedback, or a completed product). Trainers can help by guiding trainees to identify upcoming lessons or learning units where the skill can be applied and by encouraging them to collect evidence of their work, such as screenshots, lesson recordings, or student feedback.

Trainer can refer to the following table to guide trainees under this heading.

**Table 5: Suggested Checklist and guide for “How, Where, and When I Will Develop and Demonstrate the Competence,” section of the Roadmap.**

| <b>Category</b>             | <b>Checklist Items</b>                                         | <b>Example</b>                                                              |
|-----------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>How (Application)</b>    | ✓ Describe how the competence will be applied in your teaching | <i>Design a lesson integrating circular economy principles</i>              |
|                             | ✓ Identify a task or activity for demonstration                | <i>Create a digital quiz on climate topics using Google Forms</i>           |
|                             | ✓ Apply the skill in real instructional practice               | <i>Use collaborative tools like Padlet during group projects</i>            |
| <b>Where (Context)</b>      | ✓ Specify the teaching setting                                 | <i>In a blended science class using Google Classroom</i>                    |
|                             | ✓ Identify the audience                                        | <i>Senior high school students in environmental studies</i>                 |
|                             | ✓ Ensure setting supports authentic use                        | <i>Demonstrate inclusive pedagogy in a large, diverse classroom</i>         |
| <b>When (Timeline)</b>      | ✓ Set a realistic completion date                              | <i>End of Term 1 (October 30, 2025)</i>                                     |
|                             | ✓ Link to teaching calendar or course plan                     | <i>Align with the project-based learning unit scheduled in Week 5</i>       |
|                             | ✓ Revise if needed                                             | <i>Adjust to mid-November if school activities cause delay</i>              |
| <b>Tool/Resource Use</b>    | ✓ Identify platform/tool to be used                            | <i>Use LMS to upload interactive content and assignments</i>                |
|                             | ✓ Ensure it fits the task                                      | <i>Use Canva to create accessible visual resources for a literacy unit</i>  |
| <b>Evidence of Practice</b> | ✓ Plan how to collect evidence                                 | <i>Capture screenshots of the LMS course and student submissions</i>        |
|                             | ✓ Define how success will be measured                          | <i>Measure student engagement via responses, feedback forms, or quizzes</i> |

## **Examples**

### **Green Competencies**

**(HOW)**, I plan to design a lesson that integrates circular economy principles, develop a climate-focused digital quiz using Google Forms, and facilitate group projects with interactive digital tools to strengthen collaboration and critical thinking. **(WHERE)**, these activities will take place in my course through Google Classroom or Moodle with my Level 100 students in environmental chemistry, where I will apply inclusive pedagogy to support the diverse needs of the large classroom. **(WHEN)**, the implementation is scheduled for the end of Semester 1 on October 30, 2025, in alignment with the activity in Week 5 which is project-based learning, I will be flexibility to extend into mid-November if school activities require adjustment”

### **Digital Competencies**

**(HOW)** “In my surface chemistry course, I will design a lesson using a Learning Management Systems and leverage collaborative tools to demonstrate blended and online teaching skills, digital assessment methods, and principles of data privacy and ethics **(WHERE)**. This will be implemented in a blended science class using Moodle with Level 100 chemistry education students, where I will apply inclusive pedagogy to support the needs of a large and diverse classroom **(WHEN)**. The implementation is planned for the end of Semester 1 on October 30, 2025, room has been made to extend it to the end of September should there be any unforeseen events.

### **Pedagogical Competencies**

**(HOW)** “To advance my pedagogical competences, I will design a curriculum-aligned lesson that integrates interdisciplinary perspectives, develop a digital quiz on climate topics using Google Forms to evaluate student understanding, and facilitate collaborative group projects through Padlet to model inclusive and accessible pedagogy. **(WHERE)**, these activities will be implemented in a blended science class delivered

*via Google Classroom with senior high school students in environmental studies, ensuring that teaching practices address the diverse learning needs of a large classroom. **(WHEN)**, the implementation is scheduled for the end of Term 1 on October 30, 2025, if there is a need for adjustment, I will push the activity to mid-November.*

### **3.4. Target Date for Completion**

In this section, the trainer provides a timeline for when the trainee expects to complete the learning and application of the competence. This deadline should take into account the school calendar, personal availability, and training opportunities. While some flexibility is encouraged, the date should reflect a real commitment. Trainers can support this section by helping trainee set realistic goals, offering a recommended timeline template, and establishing regular check-in points to monitor progress.

## 4. ASSESSMENT OF ROADMAPS

Below is a suggested approach for assessing each section of the roadmap. Trainees can also use this at the peer group level to strengthen their own roadmaps, while trainers may refer to it as a guide to support the development of strong and robust roadmaps.

### 4.1. Assessing Competence requirement

Focus on the clarity and relevance of the selected technology skills or tools in relation to the trainee's role or subject area. A supervisor, mentor, or peer reviewer can use a simple rubric to evaluate whether the chosen competencies are realistic, aligned with goals, and appropriately scoped. Evidence for this can be the completed roadmap form itself, with explanations for why each competence was selected.

**Table 6: Rubrics and Scoring scheme for assessing Competence requirement of Roadmap.**

| <b>Criteria</b>       | <b>Excellent (4)</b>                              | <b>Good (3)</b>                        | <b>Fair (2)</b>                  | <b>Poor (1)</b>                     |
|-----------------------|---------------------------------------------------|----------------------------------------|----------------------------------|-------------------------------------|
| <b>Clarity</b>        | <i>Clear, specific, and measurable competence</i> | <i>Clear but could be more precise</i> | <i>Vague or general</i>          | <i>Unclear or missing</i>           |
| <b>Relevance</b>      | <i>Strong link to role or subject area</i>        | <i>Generally relevant</i>              | <i>Somewhat relevant</i>         | <i>Not relevant or unclear</i>      |
| <b>Rationale</b>      | <i>Well-explained and meaningful</i>              | <i>Adequate explanation</i>            | <i>Weak or generic reasoning</i> | <i>No or unclear rationale</i>      |
| <b>Scope/Realism</b>  | <i>Well-scoped and achievable</i>                 | <i>Mostly realistic</i>                | <i>May be too broad/narrow</i>   | <i>Unrealistic or poorly scoped</i> |
| <b>Goal Alignment</b> | <i>Clearly supports development goals</i>         | <i>Generally aligned</i>               | <i>Some alignment</i>            | <i>No clear alignment</i>           |

***Scoring:***

- ***17–20: Excellent***
- ***13–16: Good***
- ***9–12: Fair***
- ***<9: Needs Improvement***

**4.2. Assessing “What I Will Do to Achieve This”**

This should be assessed based on the strength and feasibility of the action plan. Evaluators should consider whether the steps outlined are practical, specific, and achievable within the given time frame. Evidence can include a detailed list of activities such as online courses, self-study tasks, practice lessons, or collaborative exercises. Peer review or self-assessment tools can be used to verify the robustness of the plan.

**Table 7: Rubrics and Scoring scheme for assessing “What I Will Do to Achieve This” of Roadmap.**

| <b>Criteria</b>         | <b>Excellent (4)</b>                           | <b>Good (3)</b>            | <b>Fair (2)</b>                       | <b>Poor (1)</b>                    |
|-------------------------|------------------------------------------------|----------------------------|---------------------------------------|------------------------------------|
| <b>Clarity</b>          | <i>Clear, specific steps</i>                   | <i>Mostly clear</i>        | <i>Vague or general steps</i>         | <i>Unclear or missing</i>          |
| <b>Feasibility</b>      | <i>Realistic and achievable</i>                | <i>Mostly feasible</i>     | <i>Doubtful due to time/resources</i> | <i>Unrealistic or impractical</i>  |
| <b>Relevance</b>        | <i>Directly supports the competence</i>        | <i>Mostly relevant</i>     | <i>Somewhat related</i>               | <i>Not relevant</i>                |
| <b>Structure</b>        | <i>Well-organized, step-by-step plan</i>       | <i>Some structure</i>      | <i>Disorganized</i>                   | <i>No clear structure</i>          |
| <b>Learning Methods</b> | <i>Uses varied, active learning approaches</i> | <i>Some method variety</i> | <i>Limited or passive methods</i>     | <i>None or ineffective methods</i> |

**Scoring**

- **17–20:** Excellent
- **13–16:** Good
- **9–12:** Fair
- **< 9:** Needs Improvement

### 4.3. Assessing “How, Where & When I Will Demonstrate the Competence”

The focus should be on the application of skills in real teaching scenarios. This part should be evaluated based on how clearly the trainee has described their learning and implementation process. Examples might include using a new digital tool during a live session, uploading content to a learning management system (LMS), or engaging students in an online collaborative platform. Evidence for this may consist of lesson materials, screenshots, videos, or student feedback reports.

**Table 8: Rubrics and Scoring scheme for assessing “How, Where & When I Will Develop and Demonstrate the Competence” of the roadmap.**

| Criteria             | Excellent (4)                                      | Good (3)                       | Fair (2)                           | Poor (1)                    |
|----------------------|----------------------------------------------------|--------------------------------|------------------------------------|-----------------------------|
| <b>Clarity</b>       | <i>Clear description of how skill will be used</i> | <i>Mostly clear</i>            | <i>Vague or general</i>            | <i>Unclear or missing</i>   |
| <b>Context</b>       | <i>Specific setting and audience identified</i>    | <i>Some context provided</i>   | <i>Limited detail</i>              | <i>No clear setting</i>     |
| <b>Timing</b>        | <i>Realistic timeframe included</i>                | <i>Timeframe mentioned</i>     | <i>Vague or unrealistic timing</i> | <i>No timeframe</i>         |
| <b>Tool/Platform</b> | <i>Tool clearly identified and relevant</i>        | <i>Tool mentioned</i>          | <i>Tool unclear or unfitting</i>   | <i>No tool specified</i>    |
| <b>Evaluation</b>    | <i>Clear method to assess success</i>              | <i>Basic evaluation method</i> | <i>Limited or unclear method</i>   | <i>No evaluation method</i> |

#### Scoring

- **17–20:** Excellent
- **13–16:** Good
- **9–12:** Fair
- **< 9:** Needs Improvement

#### 4.4. Assessing “Target Date for Completion”

This should be assessed for progress monitoring. Trainees should demonstrate that they have met deadlines or, if delayed, provide justifications and revised timelines. This can be supported with progress logs, milestone checklists, or a brief report summarizing what has been completed by the deadline.

**Table 9: Rubrics and Scoring scheme for assessing “Target Date for Completion “of the roadmap.**

| <b>CRITERIA</b>   | <b>EXCELLENT (4)</b>                           | <b>GOOD (3)</b>            | <b>FAIR (2)</b>                      | <b>POOR (1)</b>                      |
|-------------------|------------------------------------------------|----------------------------|--------------------------------------|--------------------------------------|
| <b>REALISM</b>    | <i>Date is clear and realistic</i>             | <i>Mostly realistic</i>    | <i>Vague or questionable</i>         | <i>Unrealistic or missing</i>        |
| <b>COMMITMENT</b> | <i>Strong planning and intent to meet date</i> | <i>Some planning shown</i> | <i>Limited or unclear commitment</i> | <i>No planning or intent evident</i> |

#### **Scoring**

- **13–16:** Excellent
- **9–12:** Good
- **5–8:** Fair
- **<5:** Needs Improvement

## 5. REFLECTION ON ROADMAPS

In addition to the structured assessment, a **reflective section** should be included to allow trainees to evaluate their journey. This reflection should go beyond describing what was done and focus on insights gained, challenges faced in the PDR development. Useful reflection questions might include: What barriers did I face and how did I overcome them? What feedback did I receive from peers? The reflection can be submitted in writing, as a short-recorded video, or in a slide presentation format (***This will form part of the submitted report***).

## 6. ATTACHEMENTS

PDR TEMPLATE

Goal:

| Competence                                                                                                                                                                                                                                                             | Competence Requirement | What I will do to achieve this | How, where & when will I demonstrate the competence? | Target Date for Completion |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------|------------------------------------------------------|----------------------------|
| <b>Green Competencies (Sustainability &amp; Environmental Literacy):</b> <ul style="list-style-type: none"> <li>✓ Sustainability Awareness</li> <li>✓ Systems Thinking</li> <li>✓ Climate and Environmental Literacy</li> <li>✓ Circular Economy Principles</li> </ul> |                        |                                |                                                      |                            |
| <b>Digital Competencies (Tech-Enhanced Teaching and Learning):</b> <ul style="list-style-type: none"> <li>✓ Digital Literacy</li> </ul>                                                                                                                                |                        |                                |                                                      |                            |

T3.1 Personal Development Plan

|                                                                                                                                                                                                                                                                                                                       |  |  |  |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| <ul style="list-style-type: none"> <li>✓ AI Literacy</li> <li>✓ Learning Management System (LMS)</li> <li>✓ Blended and Online Teaching Skills</li> <li>✓ Digital Content Creation</li> <li>✓ Collaborative Digital Tools</li> <li>✓ Digital Assessment Methods</li> <li>✓ Data Privacy and Digital Ethics</li> </ul> |  |  |  |  |
| <b>Pedagogical Competencies (Teaching &amp; Learning Practice):</b> <ul style="list-style-type: none"> <li>✓ Curriculum Alignment and Course Design</li> <li>✓ Interdisciplinary Teaching</li> <li>✓ Inclusive and Accessible Pedagogy</li> <li>✓ Reflective Teaching Practice</li> </ul>                             |  |  |  |  |

T3.1 Personal Development Plan

|            |  |  |  |  |
|------------|--|--|--|--|
|            |  |  |  |  |
| Assessment |  |  |  |  |
| Reflection |  |  |  |  |

### PGAP TEMPLATE

This template is designed to foster collaboration among teachers by supporting peer-to-peer brainstorming and idea sharing in the development of their Personal Development Roadmaps (PDRs).

| Contact information                                                                       |  |
|-------------------------------------------------------------------------------------------|--|
| The designated name of the team                                                           |  |
| Members' names, e-mail addresses and telephone numbers<br>(Skypenames, Google+ names ...) |  |

T3.1 Personal Development Plan

|                                  |  |
|----------------------------------|--|
| Main contact person for our team |  |
| Reserve contact person           |  |
| Name of guidance counselor       |  |

|                                                          |  |
|----------------------------------------------------------|--|
| <b>Team operating principles and communication tools</b> |  |
| Division of tasks and responsibilities                   |  |

T3.1 Personal Development Plan

|                                                                                                                                                                                                                                                                 |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                                                                                                                                                 |  |
| What are the social media solutions we employ?                                                                                                                                                                                                                  |  |
| Meetings: How are they organized and where?<br><br>It's a good idea to <b>agree on meeting dates for the whole program right away!</b> If you start negotiating available dates first when a team assignment is to be done, chances are you cannot find a date! |  |

|                                                           |  |
|-----------------------------------------------------------|--|
|                                                           |  |
| In-team communication – What matters are covered and how? |  |
| How do we deal with member absences from team work?       |  |

T3.1 Personal Development Plan

|                                                       |  |
|-------------------------------------------------------|--|
| How do we assure that all members' voices are heard?  |  |
| What is your team's area of interest for development? |  |
| How and when is the team work assessed?               |  |