

Personal competences are those based on ethical principles (system of values), aimed at developing motivation, empathy, creativity and flexibility, permanent development of character and skills through self-reflection and social influence based on responsibility (integrity).	
Generic	Indicators
Self-management /motivation	<ul style="list-style-type: none"> ▪ Ability to determine goals and outcomes ▪ Ability to diagnose , asses, evaluate ▪ Adaptability ▪ Reflect how own bias assumptions can influence pedagogical process ▪ Responsibility ▪ Understand the impact of critical thinking of own action, motivation and expression ▪ Critically ferlecting own practical experience ▪ Demonstrate the ability to adapt to change and cope with problems ▪ Ability for rational decision-making ▪ Understand and reflect on the principle of reflectivness as a personal treat, its characteristics and functions ▪ Self/group reflection
Leader	<ul style="list-style-type: none"> ▪ Ability to motivate people to achieve common goals ▪ Ability to use motivational and instructional interventions ▪ Managerial and enrerprenuership abilities ▪ Demonstrates leadership in promoting supportive interactions among children, families and staff
Professional integrity	<ul style="list-style-type: none"> ▪ Ability for individual approach to learning and teaching ▪ Confidentiality and privacy – maintains and protects confidentiality and respects the privacy of others ▪ Use skills to promote positive personality treats within professional context ▪ Communicativness, principle rightnosness, perseverance, self-control, emphaty, openness, flexibility, inovation in teaching and tolerance ▪ High moral qualities in personal and public life
Cultural awarness/ respect	<ul style="list-style-type: none"> ▪ Demonstrate culture awarness and sensitivity

	<ul style="list-style-type: none"> ▪ Culture values ▪ Possess a broad general culture, the ability for multicultural and interdisciplinary democratic action
Lifelong learning	<ul style="list-style-type: none"> ▪ Permanent training and monitoring of the latest scientific and artistic achievements ▪ Engage in lifelong inquiry and apply new learning to own practice ▪ Demonstrate lifelong curiosity
Field specific responsibility	<p>indicators</p> <ul style="list-style-type: none"> ▪ Act based on personal and professional autonomy and continuous reflection ▪ Have an understanding of social changes and its impact on life of children, families, profession, social in broad ▪ Undertake professional code and responsibility effectively ▪ Critically monitor new scientific-professional literature ▪ Promote ECE profession and kindergarten as an open system ▪ Know to identify own needs in professional education and to follow own developmental map ▪ Demonstrates awareness of professional resources to improve teaching children ▪ Uses formal and informal opportunities for professional development in accordance with the assessed needs
Model professional behaviour	<ul style="list-style-type: none"> ▪ Act as committed member of the profession ▪ Demonstrate and promote prosocial behaviour ▪ Demonstrate a high standard of professional behaviour and integrity
Confidentiality	<ul style="list-style-type: none"> ▪ Understand importance of data confidentiality ▪ Upholds relevant standards of confidentiality, sensitivity ▪ Ability to gather information and manage them in the media
creativity	<ul style="list-style-type: none"> ▪ Ability to solve problems ▪ Foster professional culture of creativity and openness

Respect for children and families	<ul style="list-style-type: none"> ▪ Demonstrate and develop assertive communication with children, families and colleagues ▪ Demonstrate dispositions essential for effective teaching in early childhood settings ▪ Is familiar with expectations for ethical conduct in early childhood education settings ▪ Is prepared to work with families, children and colleagues to establish and maintain mutual respect confidentiality and privacy policies and practice ▪ Applies ethical behaviour to professional practice and relationships with children, families and community
Working with diverse children and families	<ul style="list-style-type: none"> ▪ Have sensitivity for children and their needs and expectations ▪ Show sensitivity relating to individual preferences and/or cultural beliefs ▪ Supporting children's understanding of disabilities or other specific needs ▪ Demonstrate flexibility in responding to children's cultural, social and emotional needs ▪ Promote inclusive practices to support the needs and abilities of all babies, children and their families

NOTE:

Personal field specific category „Contribute to the professional learning environment within and beyond the locality“ should be moved to Professional competences.