

Teacher Competences for the Twenty-First Century: From General Principles to the Classroom in a Context of Transformation

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ABSTRACT

Social, cultural and technological changes in recent years have once again placed teacher competences at the centre of educational debate. The expansion of digital environments, the emergence of generative artificial intelligence (AI), increasing student diversity, demands for inclusion and growing concern about professional well-being require renewed consideration of both the scope and nature of these competences. This paper updates an earlier approach to the subject, retaining its progression from general conceptualisation to classroom practice and its emphasis on the axiological dimension as a foundation of the profession. Drawing primarily on literature published between 2021 and 2025, teacher competence is understood as the situated mobilisation of knowledge, skills, attitudes, values and professional judgement. Eight interdependent domains are identified: disciplinary and pedagogical competence; assessment competence; digital and AI competence; competence for inclusion, diversity and equity; socio-emotional and relational competence; professional agency and leadership; collaboration and inquiry into practice; and ethical and axiological competence. The paper argues that the contemporary teacher cannot be reduced to an efficient user of techniques or technologies. The profession's distinctive contribution lies in interpreting contexts, establishing educational relationships, exercising prudent judgement and directing learning towards humanly worthwhile ends.

Keywords: teacher competences, teaching profession, artificial intelligence, inclusion, well-being, assessment, values.

INTRODUCTION

The changes affecting education are not entirely new. For several decades, globalisation, the accelerated production of knowledge and technological expansion have been recognised as altering the conditions in which people learn, work and participate in society. However, the combination of developments observed over the past five years has given these transformations a different depth. The pandemic changed how teaching and schooling were organised; generative artificial intelligence made processes for producing text, images and analysis accessible that had previously been largely reserved for specialists; and increasing classroom heterogeneity made the limitations of uniform pedagogical responses more visible.

These developments are compounded by difficulties that directly affect the profession. UNESCO and the International Task Force on Teachers for Education 2030 (2024) have warned that teacher shortages, declining attractiveness of the profession, retention difficulties and deteriorating working conditions constitute a global problem. It is not possible to demand ever broader competences without considering, at the same time, the institutional conditions that enable teachers to develop and exercise them. Professional competence is not an isolated individual attribute; it also depends on school cultures that recognise autonomy, promote collaboration and provide genuine opportunities for professional learning.

The purpose of this paper is to review the current state of teacher competences, following a line of enquiry that moves from conceptual discussion to their manifestations in classroom practice. It does not seek to produce an exhaustive inventory or propose a universal profile detached from context. Rather, it aims to identify core

domains that recur with particular consistency in recent literature and to examine their relationships. The paper is guided by the proposition that contemporary teaching requires a combination of pedagogical expertise, adaptability, ethical judgement, a collaborative disposition and a sense of purpose. New technologies expand the possibilities of teaching, but they also make the presence of a professional capable of discerning when, how and why to use them even more necessary.

This paper updates and extends the article *Competencias docentes para el siglo XXI: de la generalidad al aula* [Teacher competences for the twenty-first century: from general principles to the classroom] (Barrios Bulling, 2010), written more than a decade ago in a context in which discussion of teacher competences focused mainly on the knowledge society, the incorporation of information technologies and the need to strengthen teachers' professional preparation. Since then, educational research has developed considerably, while new challenges have emerged in connection with digital transformation, generative artificial intelligence, inclusive education, teacher well-being, sustainability and the strengthening of professional agency. It is therefore timely to reassess the original propositions critically, consider them in relation to more recent scientific evidence and propose an updated framework that retains an integrated and axiological conception of teacher competence while incorporating the theoretical and empirical developments that characterise the contemporary educational landscape.

Against this background, the article critically reviews the evolution of the concept of teacher competence in light of recent scientific literature, identifies competences that are now particularly important to professional practice and proposes an integrative framework connecting pedagogical, disciplinary, digital, ethical, socio-emotional and axiological dimensions in a manner consistent with the challenges of contemporary education.

METHODOLOGICAL CONSIDERATIONS

This study is an analytical and integrative narrative review intended to update the conceptual framework of teacher competences developed by Barrios Bulling (2010) in light of recent evidence. The review draws primarily on specialised literature published between 2021 and 2025, including empirical studies, systematic reviews, meta-analyses and major reports or frameworks produced by international organisations such as UNESCO and the OECD. Sources were selected for their regency, direct thematic relevance and scholarly or institutional standing, with particular attention to work on teacher professional development, digital and artificial intelligence competence, inclusive education, socio-emotional competence, assessment for learning and the ethical dimension of teaching. Foundational or policy-oriented documents were used to clarify concepts and emerging professional expectations, while review and empirical evidence was used, where available, to examine the consistency and practical implications of those propositions.

The analysis proceeded through iterative thematic comparison of the selected sources. Recurring constructs, areas of overlap, conceptual distinctions and tensions were identified and then organised into domains capable of connecting the general definition of competence with classroom practice and professional development. The resulting synthesis is interpretative rather than aggregative: it does not estimate effect sizes or the prevalence of particular competences. Because the study does not follow a systematic-review protocol, it makes no claim to exhaustive coverage of the literature. Instead, it applies explicit criteria of regency, relevance and source quality to provide a reasoned account of current knowledge and to generate an integrative framework whose theoretical and empirical validation remains a task for subsequent research.

TOWARDS A CONTEMPORARY DEFINITION OF TEACHER COMPETENCE

The concept of competence remains polysemous. In some uses, it approximates an observable capability; in others, it denotes a set of knowledge and skills; and broader approaches also encompass motivations, values, dispositions and ways of understanding the profession. Recent literature has not eliminated this diversity. On the contrary, it has made it more evident through the study of specific competences - digital, assessment-related, inclusive or socio-emotional - each of which has developed its own conceptual traditions.

An adequate understanding requires two reductions to be avoided. The first is to equate competence with the mere performance of a task. Although competence is expressed through action, it is not exhausted by

observable behaviour. The same action may reflect very different decisions and have different effects depending on the group, timing and purpose. The second reduction is to treat competences as a sum of independent attributes. Teaching practice requires disciplinary knowledge, pedagogical knowledge, contextual interpretation, emotional regulation and ethical criteria to be coordinated within situations that rarely occur in a pure or isolated form.

Teacher competence may therefore be defined as the capacity to mobilise knowledge, skills, attitudes, values and resources in an integrated, reflective and responsible manner in order to promote students' learning and holistic development in particular contexts. This definition has five features. First, competence is integrative. Second, it is situated, because its relevance depends on the characteristics of learners and communities. Third, it is dynamic and can develop throughout a professional career. Fourth, it entails judgement, since teachers must choose among possible courses of action. Finally, it has an ethical orientation because educational decisions affect people and are directed towards particular ends.

The OECD's proposal (2025) is consistent with this conception in linking competence with teacher agency and well-being. Teachers are presented as professionals capable of participating in curriculum design, adapting to complexity and leading change, rather than simply implementing external prescriptions. In a particularly expressive formulation, the document describes teachers as 'co-designers of learning, adaptive experts and agents of change' (OECD, 2025, p. 6). This formulation recovers an essential idea: technical mastery acquires educational value only when it serves well-founded decisions and clear educational purposes.

FROM THE KNOWLEDGE SOCIETY TO A CONTEXT OF COMPLEXITY

The expression knowledge society helped to describe a period in which information and the capacity to learn acquired economic and social centrality. That description remains valid today, but it is no longer sufficient. An abundance of information coexists with misinformation, polarisation and automatically generated content; connectivity does not ensure equitable participation; and the availability of digital tools does not guarantee deep understanding. Education therefore faces a problem that concerns not simply access to information, but the capacity to select, interpret, verify and use it responsibly.

This shift changes the work of the teacher. Teaching cannot be reduced to transmitting content, but nor can it dispense with content. Critical thinking requires knowledge with which to think; creativity requires sufficient mastery of languages and disciplines; and autonomy develops through scaffolds that are gradually withdrawn. The teacher's task is to organise these relationships by designing experiences that enable learners to acquire rigorous knowledge and, at the same time, use it to understand and act.

Artificial intelligence has introduced a particular difficulty. By producing plausible responses immediately, it can support exploration, feedback and personalisation, but it can also conceal errors, weaken authorship and substitute for cognitive processes that students need to undertake themselves. Miao and Cukurova (2024) therefore place a human-centred approach and ethics among the core dimensions of teachers' AI competence. The issue is not merely learning how to operate tools, but retaining the professional capacity to decide when their use is pedagogically justified, what risks it introduces and which learning processes should not be delegated.

CONTEMPORARY DOMAINS OF TEACHER COMPETENCE

The competences presented below are not self-contained compartments. They are distinguished for analytical purposes, although in practice they are interdependent. Sound formative assessment, for example, requires disciplinary knowledge, understanding of the learner, use of evidence, communication skills and an ethical criterion that prevents the person from being reduced to a result.

Disciplinary, curricular and pedagogical competence

Subject-matter mastery remains a fundamental condition of teaching. Knowing a discipline, however, is not the same as knowing how to teach it. Teachers need to understand its structure, central concepts, ways of

producing knowledge and the difficulties students commonly encounter. They must also relate that knowledge to the curriculum, sequence it and transform it into accessible learning experiences without distorting its substance.

Contemporary pedagogical competence involves setting clear purposes, activating prior knowledge, explaining precisely, modelling procedures, asking questions that extend reasoning, providing opportunities for practice and adjusting support in response to students. It also requires balance. Explicit teaching and active learning are not mutually exclusive alternatives: the former can provide the foundations required for the latter to achieve depth. Quality depends on coherence among purpose, content, activity and assessment.

Assessment competence

Assessment is no longer understood solely as final measurement. In reviewing the literature on teacher assessment literacy, Pastore (2023) shows that the concept has moved towards a more social and contextual understanding. Assessment involves gathering relevant evidence, interpreting it in relation to learning goals, communicating criteria, providing feedback and making pedagogical decisions. It also requires awareness of the limitations of assessment instruments and avoidance of inferences that the data cannot support.

The expansion of digital systems and AI tools makes this competence even more important. An automated output does not remove the teacher's responsibility for interpretation. Teachers must examine the validity of data, identify potential bias and protect confidentiality. They also need to design tasks that make students' thinking visible. In a context in which certain products can be generated without corresponding learning, the authenticity of assessment increasingly depends on observing processes, dialogue, application and transfer.

Digital and artificial intelligence competence

Recent reviews agree that teachers' digital competence goes beyond the operational use of devices. It includes selecting resources, designing activities, producing content, communicating, assessing, solving problems and acting safely and responsibly. Smestad et al. (2023) further note that the dimensions used to study digital competence vary considerably, which cautions against turning frameworks into rigid checklists or confusing self-perception with demonstrated performance.

In Latin America, differences associated with infrastructure, training and institutional support persist. Vásquez et al. (2021) show that teachers' digital development needs to be analysed within concrete conditions rather than against decontextualised standards. Likewise, in examining the evolution of teacher digital competence frameworks and their use in Ibero-America, Velandia Rodríguez et al. (2022) highlight the diversity of models and the need to consider their suitability for the educational contexts in which they are applied. One school may have access to platforms without having developed pedagogical criteria for using them, while another may innovate with limited resources through well-grounded decisions.

Artificial intelligence competence adds specific capabilities: a basic understanding of how outputs are produced; the ability to formulate and revise prompts; verification of results; recognition of hallucinations and bias; protection of personal data; transparent disclosure of tool use; and decisions about which processes must remain under human responsibility. UNESCO's framework organises these capabilities into fifteen competences and three progression levels: acquire, deepen and create (Miao & Cukurova, 2024). Its principal contribution is to connect technical knowledge with human agency, ethics and sustainability.

Competence for inclusion, diversity and equity

Diversity is not an exception to be addressed after planning a 'normal' lesson; it is a regular feature of any group. Differences in educational trajectory, language, culture, motivation, capabilities and needs require varied opportunities for access, participation and expression. In their review of teacher competences for including students with special educational needs, Nistal-Anta et al. (2024) identify the importance of knowledge, positive attitudes, collaboration and adaptive pedagogical strategies.

Inclusive competence requires teachers to identify barriers without turning them into labels, maintain high expectations and adjust support. It also requires coordination with specialists, families and other teachers. Its

ethical dimension is clear: the aim is not merely to raise attainment, but to ensure that every student is recognised as a full member of the community. Technology can facilitate accessibility and personalisation, but it can also widen inequalities when it is designed around homogeneous assumptions or requires resources that are not available to everyone.

Socio-emotional, relational and well-being competence

Teaching is an intensely relational activity. Teachers interpret emotional states, regulate their own responses, sustain expectations, manage conflict and create conditions in which students feel able to ask questions and make mistakes. The review by Lozano-Peña et al. (2022) shows that teachers' socio-emotional competences are associated with teacher-student interaction, classroom climate and management, as well as with students' academic and socio-emotional outcomes.

Well-being should not, however, be turned into an individual obligation to remain resilient in the face of inadequate conditions. Reviews by Beames et al. (2023) and Fox et al. (2023) demonstrate both the growth of the field and the diversity of definitions and instruments. Professional well-being encompasses personal dimensions, but also perceived efficacy, organisational support, relationships, workload, time and satisfaction. Emotional self-regulation must therefore be complemented by school cultures that distribute responsibilities, protect time and make it possible to seek help.

Professional agency, autonomy and leadership

Agency refers to the capacity to act intentionally, formulate purposes, make decisions and bring about change within particular conditions. It is not equivalent to absolute independence. Teachers exercise agency when they interpret the curriculum, adapt a sequence, propose an improvement, participate in collective decision-making or challenge a practice they regard as harmful. The OECD (2025) places this capacity at the centre of its Teaching Compass and conceives teachers as co-designers of learning and agents of curriculum change.

Teacher leadership follows from this idea. It does not necessarily depend on holding a formal position. It is expressed in the capacity to exert pedagogical influence, share knowledge, support colleagues and sustain agreements. At a time marked by external prescriptions and automated systems, professional autonomy is especially important. Teachers should make use of technical support without delegating the judgement for which they remain responsible.

Collaboration, inquiry and innovation in practice

Teaching was long conceived as an individual activity conducted behind closed doors. Contemporary complexity makes that model inadequate. Joint planning, analysis of student work, peer observation and professional communities make it possible to build situated knowledge and distribute expertise. Collaboration is a competence because it requires listening, reasoning with others, providing feedback and assuming shared responsibility; but it is also an institutional condition that requires time, trust and common purposes.

Inquiry into practice does not mean that every teacher must become an academic researcher. It involves formulating relevant questions, gathering evidence, testing alternatives and examining their effects. From this perspective, innovation is not synonymous with novelty. A practice is innovative when it responds more effectively to an educational problem and can justify the decisions on which it rests. Evidence use should combine research findings, professional knowledge and understanding of context.

Effective continuing professional development follows similar principles. The meta-analysis by Sims et al. (2021) shows that professional-development programmes produce variable effects and that their quality depends on mechanisms that support understanding, motivation, practice and consolidation. Isolated activities detached from real problems have little prospect of producing sustained change in teaching.

Ethical and axiological competence

The ethical dimension cannot simply appear as one more competence placed at the end of a list. It is present in all the others. Every teaching decision embodies a conception of the person, knowledge, justice and

responsibility. Choosing a method, setting an expectation, interpreting a result or using personal information are acts with consequences and therefore require criteria for judgement.

New technologies have expanded the field of responsibility. Teachers must consider privacy, intellectual property, transparency, bias, academic integrity and environmental effects. They must also protect student autonomy, preventing personalisation from becoming surveillance or efficiency from displacing the educational relationship. UNESCO's human-centred approach to AI is consistent with this requirement (Miao & Cukurova, 2024).

Alongside these emerging issues, essential values remain: respect, responsibility, honesty, justice, solidarity, service and commitment to the common good. Axiological competence does not consist in merely stating these values, but in translating them into ways of relating to others, criteria for decision-making and institutional practices. Teachers also educate through the way they listen, correct, acknowledge errors, exercise authority and treat those who encounter greater difficulties.

COMPETENCES FOR CLASSROOM TEACHERS

The broader discussion acquires meaning when translated into concrete action. The classroom remains the principal space in which teacher competence becomes visible, although it now extends to virtual environments, platforms and relationships with multiple actors. The following practices synthesise the domains reviewed above.

- Diagnose students' knowledge, interests and needs without reducing them to fixed categories.
- Define clear learning purposes and select relevant, rigorous content.
- Design coherent sequences that integrate explanation, modelling, practice, application and reflection.
- Ask questions that reveal and extend reasoning rather than merely eliciting brief answers.
- Create a safe, demanding and respectful climate in which error is used as a source of learning.
- Gather and interpret evidence throughout the learning process, providing specific and usable feedback.
- Differentiate support, time, resources and forms of expression while maintaining ambitious learning goals.
- Use technologies and AI systems when they provide demonstrable pedagogical value, while protecting privacy and authorship.
- Teach students to verify information, cite sources, acknowledge uncertainty and explain their use of digital tools.
- Collaborate with colleagues, specialists and families, sharing relevant information and respecting responsibilities.
- Review one's own practice through evidence, observation and professional dialogue.
- Act with ethical consistency, recognising the dignity, individuality and potential of every student.

These practices do not describe an ideal teacher who masters everything simultaneously. They function as directions for development. Competence is built progressively through education and training, reflective experience, mentoring and participation in a professional community. It also varies according to career stage and the responsibilities undertaken.

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

The breadth of the profile described above requires initial teacher education and continuing professional development to be reconsidered. Adding courses to a programme does not guarantee integration. Competences develop when knowledge can be used in authentic situations, examined through feedback and connected to clear purposes. Initial teacher education needs to integrate disciplinary knowledge, pedagogy, supervised practice, assessment, inclusion and digital ethics from the outset, rather than allowing each component to remain isolated.

In continuing professional development, the school should become a place of learning for adults. Sims et al. (2021) highlight mechanisms associated with knowledge building, motivation, the development of techniques and the sustained embedding of new practices. This requires continuity, opportunities for rehearsal, support and follow-up. Short courses can be useful for introducing a topic, but they are insufficient to alter complex habits. Effective professional learning should therefore create conditions in which new knowledge can be rehearsed, discussed, observed and progressively incorporated into professional practice.

The incorporation of AI into teacher education requires an additional precaution. Tools change rapidly, so training teachers to use particular applications can become obsolete quickly. It is preferable to develop transferable principles: a basic understanding of models, critical evaluation of outputs, pedagogical design, data protection, transparency and clear allocation of responsibility. Teachers can then adapt to new tools without becoming dependent on them.

Professional development must also take well-being into account. Individual interventions may be beneficial, but the available evidence indicates that organisational conditions should be addressed at the same time (Beames et al., 2023; Cann et al., 2024). A coherent policy cannot demand continual innovation while denying teachers the time needed to learn, collaborate and recover their energies.

TOWARDS AN INTEGRATED FRAMEWORK

In summary, the current state of the field supports a framework comprising eight interrelated domains. Its value lies not in immediately turning them into a compliance checklist, but in using them to guide education and training, professional reflection and institutional improvement.

Domain	Core focus	Manifestations
Disciplinary and pedagogical	Understands and transforms knowledge into coherent learning experiences.	Explains, models, sequences, questions and adjusts support.
Assessment	Gathers and interprets evidence to support decisions and learning.	Defines criteria, provides feedback and reviews data validity.
Digital and AI	Integrates technologies with pedagogical purpose in a critical, safe and ethical manner.	Verifies outputs, protects data and discloses use transparently.
Inclusion, diversity and equity	Recognises diversity and removes barriers to access, participation and learning.	Differentiates support and collaborates with families and specialists.
Socio-emotional and relational	Regulates emotions and builds relationships and climates of trust.	Listens, manages conflict and sustains expectations.
Agency and leadership	Acts with responsible autonomy and contributes to improvement.	Adapts, proposes, argues and participates in decisions.
Collaboration and inquiry	Learns with others and examines practice systematically.	Plans with peers, analyses evidence and tests improvements.
Ethical and axiological	Orients decisions towards dignity, justice and the common good.	Acts with honesty, respect, responsibility and service.

Source: Author's own elaboration, with the assistance of generative artificial intelligence, based on the review and integration of the scientific literature cited.

This framework reveals two continuities with earlier approaches. The first is the continuing relevance of competences associated with knowledge, planning, teamwork, adaptation and ongoing learning. The second is the need for an integrated perspective. New developments do not mechanically replace what came before; they reconfigure it. Technological competence becomes critical and ethical; attention to learners expands towards inclusion and equity; professional updating becomes connected with agency, well-being and collective learning; and the axiological dimension must respond to problems arising from automation and the intensive use of data.

DISCUSSION

The findings of this review suggest that the expansion of teacher competences is not simply an accumulation of new demands. Rather, it reflects a transformation in how the profession is understood. Disciplinary and pedagogical competences remain central, but they are now permeated by demands relating to inclusion, formative assessment, collaboration, well-being and technological discernment. This makes it inappropriate to interpret each domain as an independent specialism. Digital competence, for example, loses meaning if it is disconnected from content knowledge, pedagogical design, assessment and ethics; similarly, socio-emotional competence cannot be detached from the institutional climate or turned into an exclusively individual responsibility of the teacher.

The review also confirms a tension between the expansion of the professional profile and the actual conditions in which teaching takes place. Recent frameworks assign teachers the roles of designer, researcher, collaborator, leader, mediator, assessor and agent of change. The OECD (2025) summarises this relationship through the expression 'professional identity, agency, competencies and well-being' (p. 4). This relationship is decisive: it is difficult to justify indefinitely expanding expectations without providing time, support, autonomy, professional learning and recognition. Otherwise, the language of competence risks becoming a new form of individual accountability for problems that are also organisational and systemic.

A further finding is the shift from an instrumental conception of technology towards critical digital competence. The emergence of generative artificial intelligence does not invalidate established principles of good teaching, but it requires them to be examined under new conditions. Clarity of purpose, content selection, knowledge of students and the quality of feedback remain essential. What changes is the context in which these tasks are carried out and the need to decide which processes may be technologically supported, which should remain under human control and which new forms of authorship, verification and responsibility need to be taught.

The axiological dimension assumes renewed importance in this context. It is not enough simply to add ethics as one more competence in a list. Values operate as criteria for integrating and orienting the other competences. In the OECD's terms (2025), professional identity enables teachers to 'navigate change with integrity, agency and clear purpose' (p. 5). Such criteria make it possible to judge whether an innovation genuinely supports learning, whether an assessment decision is fair, whether an adaptation respects a student's dignity or whether the use of data compromises privacy. From this perspective, a competent professional is not merely someone with a broad repertoire of actions, but someone capable of deliberating prudently about their appropriateness and consequences.

The proposed eight-domain framework should therefore be understood as an analytical and developmental tool, not as a closed certification checklist. Its principal contribution is to make visible relationships that often appear fragmented in the literature. Disciplinary mastery connects with the ability to design meaningful experiences; assessment with the adaptation of teaching; inclusion with deep knowledge of learners; collaboration with professional learning; and agency with the capacity to sustain context-sensitive change. This interdependence suggests that teacher education and professional development should be organised around authentic problems of practice rather than solely through separate subjects or courses.

LIMITATIONS AND DIRECTIONS FOR FURTHER RESEARCH

Several limitations should be made explicit. First, this is a narrative rather than a systematic review. Publications were selected for their regency, conceptual relevance and capacity to represent major developments in the field between 2021 and 2025, but the study did not follow an exhaustive protocol for searching, quality appraisal and synthesis. The proposed framework therefore does not claim to capture all available scholarship or establish the relative prevalence or importance of each competence.

Second, a substantial proportion of recent literature originates in international organisations or studies conducted outside Latin America. Although these contributions help to identify broad trends, their categories cannot always be transferred directly to educational systems with different traditions, resources and challenges.

Institutional and cultural diversity makes it necessary to validate the framework in national and local contexts and to incorporate the perspectives of teachers, students, school leaders and teacher educators.

A third limitation concerns the speed of technological change. Research on generative artificial intelligence is still at an early stage, and many claims rest on prospective frameworks, limited experiences or technologies that evolve very rapidly. Future research will need to distinguish among expectations, reported uses, actual changes in practice and demonstrable outcomes for student learning and development.

These limitations point to several directions for further research. A first task is to subject the eight-domain framework to theoretical and empirical validation. This might include expert judgement, Delphi studies, factor analyses and observation of practice across different educational levels. A second direction is the design of developmental indicators capable of describing how competences evolve over the course of a career, while avoiding uniform standards that disregard professional experience and responsibility.

It is also necessary to investigate the relationships between competence and conditions of professional practice. Well-being, collaboration and agency should not be analysed only as individual attributes, but also as outcomes shaped by institutional cultures, leadership, time and structures. Finally, the incorporation of AI calls for longitudinal studies of its effects on planning, assessment, teacher autonomy, student authorship and equity. Such research should combine evidence of outcomes with ethical and pedagogical analysis, because a practice may be efficient without necessarily being educationally worthwhile.

CONCLUSIONS

This review supports the conclusion that teacher competences remain a productive category for understanding and guiding the profession, provided that they are not reduced to isolated behaviours, checklists or mechanisms of control. Competent teaching involves mobilising disciplinary and pedagogical knowledge, interpreting evidence, understanding students, regulating relationships, collaborating with others and making responsible decisions in situations that rarely admit a single correct response.

The principal transformation observed over the past five years is not the disappearance of established competences, but their reconfiguration. Disciplinary mastery remains indispensable, but it must serve deep and transferable learning. Planning becomes more flexible and attentive to diversity. Assessment ceases to be understood as a terminal event and becomes a continuous source of information. Teamwork acquires professional and institutional dimensions. Technological competence, in turn, expands towards critical digital literacy and the capacity to intervene pedagogically and ethically in environments mediated by artificial intelligence.

This expansion of the teacher's professional profile requires a caution. Not every new demand can simply be transferred to the individual teacher. Competence develops and is expressed within concrete conditions. Education and training, available time, leadership, trust, collaboration and well-being all influence the quality of practice. Teacher policy should therefore avoid the contradiction of demanding innovation, inclusion and personalisation while maintaining rigid structures, administrative overload or limited opportunities for professional learning.

The proposed integrated framework brings together eight domains: disciplinary and pedagogical competence; assessment competence; digital and artificial intelligence competence; competence for inclusion, diversity and equity; socio-emotional and relational competence; agency and leadership; collaboration and inquiry into practice; and ethical and axiological competence. Its value lies less in separating these dimensions than in showing how they relate to one another. Professional practice is strengthened when teachers can combine them in response to educational purposes, context and students' needs.

Among these dimensions, axiological competence performs an integrating function. Education always entails taking a position on what is valuable: which knowledge merits transmission, which relationships should be cultivated, which uses of technology are legitimate and which responsibilities accompany knowledge. In an age of automation, this dimension does not lose relevance; on the contrary, it becomes more necessary. AI

systems can produce content, recognise patterns and support certain decisions, but they cannot by themselves assume moral responsibility for the purposes of education.

Teacher education for the future should therefore move beyond a logic of fragmented courses towards sustained, situated and reflective experiences. Teachers need opportunities to study real problems, try alternatives, observe practice, receive feedback, investigate effects and build knowledge with others. Likewise, assessment of their competences should recognise developmental trajectories and consider both the quality of professional action and the judgement that underpins it.

Ultimately, the twenty-first-century teacher is not defined by hurried adaptation to every innovation, but by the capacity to understand change, assess its possibilities critically and direct it towards legitimate educational purposes. To be competent is to continue learning without relinquishing professional identity; to use new resources without becoming subordinate to them; to attend to the individuality of each student without losing sight of the common good; and to practise teaching as an intellectual, relational and ethical activity. Here lies the profession's deepest continuity and, at the same time, its greatest possibility for renewal.

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