

Key Competence Network Final Recommendations

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New approaches to teaching, learning and assessment

Teaching is:

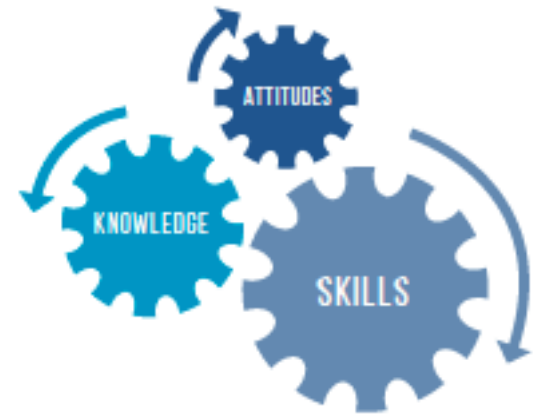
- Transversal and interdisciplinary
- Project-based
- Increasingly digital
- Collaborative

Learning is:

- Student-centred
- Social
- Grounded in real-world contexts
- Engaged with families and communities

Assessment is:

- More frequently criterion- and self-referenced rather than norm-referenced
- *For* learning as well as *of* learning



Putting it into practice

- New and innovative pilot projects
- Dedicated funding
- Capacity-building
- Monitoring and evaluation



Implementation: Barriers

- Insufficient resources: time, money, people
- Contradictions between the key competence approach and official curriculum guidelines, time schedules
- Perceptions that initiatives are little more than extra-curricular activities, which are not well articulated with the core curriculum
- Poor alignment of assessments with learning outcomes
- A need for a better communication with parents, external stakeholders
- Insufficient applied research to support practice, implementation

School-level recommendations: Improving implementation

- Allow time for teachers to develop and deepen their practice
- Modify learning environments to better support project-based and interdisciplinary learning environments
- Improve communications with parents, external stakeholders to strengthen support for reforms
- Highlight key competences as a priority in school plans
- Monitor and evaluate at the school level



National and Regional Policy

Recommendations: Deepening and Sustaining Reforms

- Introduce key competences within curricular reforms
- Create coherent assessment and evaluation frameworks
 - Assessments *of* and *for* student achievement
 - Monitoring and evaluation of implementation
- Invest in teacher development
 - Training and professional development
 - Tools and guidelines
- Invest in material resources, learning environments
- Support ongoing research
- Address the sceptics

Recommendations for the European Commission

- Support networking activities and exchange
- Support peer learning
- Share examples of good practices
- Monitor progress over time
- Plan for future needs



Thank you

