



Key Competences in Curricula What Challenge for Assessment?

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Key competences

Knowledge, skills and attitudes for personal fulfilment, social inclusion, active citizenship and employability

| | |
|-------------------------------------|---|
| Mother tongue | Learning to Learn |
| Foreign Languages | Social and Civic |
| Maths Science and Technology | Sense of Initiative and entrepreneurship |
| Digital competence | Cultural awareness and expression |

critical thinking; creativity; problem solving; initiative & risk assessment, decision-taking; management of one's own feelings....



Key competences – what is the progress so far?

- ❖ Key competences are included in Member States curricula,
- ❖ Transversal key competences more prominent in curricula,
- ❖ More cross-curricular approaches to teaching and learning,
- ❖ Learning of basic skills enhanced;
- ❖ Attempts to personalise learning



Key competences – what are the challenges remaining?

- Developing holistic, supportive learning, democratic environments, for learning to learn, entrepreneurship, social, civic and cultural competences,
- Digital competence: critical thinking; ethical and legal aspects to be enhanced,
- Collaboration and partnerships with outside world;
- *Harnessing assessment to support key competences*

“Key Competences for a Changing World” COM (2009)640

“Key Competences in Europe: Opening Doors...” CASE 2009



Key competences – Assessment – Teaching and Learning

Learner's perspective:

- What is VALUED as a learning outcome
- Has an impact on HOW students learn, their motivation...
- Helps, or hinders, COMMUNICATE one's competences

Teachers' perspective:

what is assessed will be taught!

Key questions

- How can assessment capture students' capacity to apply knowledge in authentic situations that require using a broad combination of key competences?
- How can assessment capture and support creativity, problem solving and other underpinning dimensions?
- How can assessment include the element attitudes and what issues then may arise?
- Should all key competences be defined in levels?



What is currently being assessed?

| | <i>Student assessment</i> | <i>School's self- evaluation</i> | <i>External national evaluations</i> | <i>International evaluations</i> |
|---------------------------------|-------------------------------|--|--|--------------------------------------|
| <i>Mother tongue</i> | | | | |
| <i>Foreign Languages</i> | | | | |
| <i>Maths and Science</i> | | | | |
| <i>Digital competence</i> | | | | |
| <i>Learning to learn</i> | | | | |
| <i>Social and civic</i> | | | | |
| <i>Entrepreneurship</i> | | | | |
| <i>Cultural competences</i> | | | | |

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| <i>Cultural competences</i> | | | | |

a consistent,
comprehensive
assessment policy.

Levels, standards for key competences?

- International indicators, PISA, PIRLS etc – focus on basic skills and a few key competences; designed for statistical purposes; levels very broad
- European tools: the EQF – different purpose; CERFL – languages – the most useful
- National & local examples: ‘unpacking’ key competences into tangible learning outcomes:
 - Northern Ireland ‘thinking skills’
 - Czech R: national guidelines + work in schools to define learning outcomes



Broadening summative assessment

Broaden the ways evidence is gathered; make student responsible demonstrating their competences and providing with evidence – projects, portfolios etc;

This will reveal more of the key competences, give them value – also for creativity, problem solving, team work etc

Use of ICT but also for assessing the application of key competences through simulations etc.



Promote formative assessment

- National policies on curricula, teacher education, assessment and evaluation...
- School level assessment strategy to cover all key competences, the ethos of the school, expectations, cross-curricular work...etc
- Teachers assessment 'toolbox': self assessment, peer assessment, portfolios...

The Thematic Working Group

- Will build on the work of the Cluster on key competences and discussions at the DG-Schools meeting 8 July
- Themes: broadening summative assessment; promoting formative assessment; use of ICT, supporting the work on 'levels' of key competences...
- Will organise peer learning, produce good examples and policy advice – a Policy Handbook

<http://www.ksll.net/>
http://ec.europa.eu/education/lifelong-learning-policy/doc64_en.htm

