

Key Competences



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www.ond.vlaanderen.be/dvo/english/index.htm

European Union



European Union

- Recommendation of the European Parliament and the Council on Key Competences for lifelong learning (2006)
 - Communication in the mother tongue
 - Communication in the foreign languages
 - Mathematical competence and basic competences in science and technology

European Union

- **Digital competence**
- **Learning to learn**
- Interpersonal, intercultural and social competences and civic competence
- Entrepreneurship
- Cultural expression

Belgium



Belgium = Federal state

-Federal government

-Regional governments



- **French speaking region**

about 4 mio

- **Dutch speaking region**

about 6 mio

- **German speaking region**

about 0,1 mio

- three regions
- three communities
- four language areas
- surface : 30 518 km²

Antwerpen



Flanders

leper



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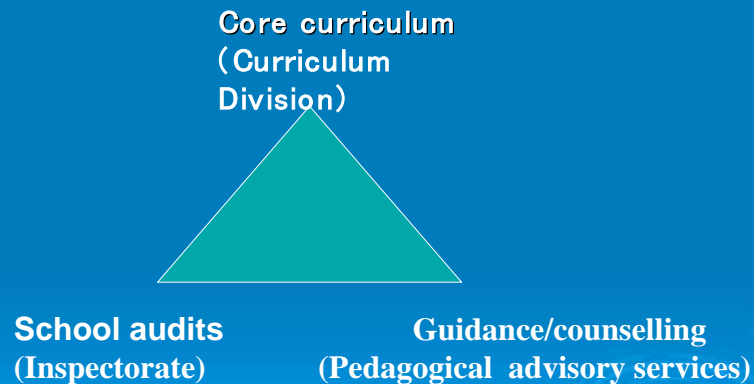
Gent



Education in Flanders

- 1989: the responsibility for Education is given to the Communities
- 1991 : decree concerning the inspectorate, department for educational development and the pedagogical counselling services
- The decree reflects an opinion on quality and management of quality

Quality in Education



Core Curriculum/ Curriculum Division

- Scientifically well-founded advice to Flemish government and minister of education
- Proposals:
 - Development course structure
 - **Core curriculum (final objectives)**
 - Occupational profiles teachers and basic competences

Final objectives

- Proposals : Curriculum Division
- Advice : the Flemish Education Council
- Decision: the Flemish Government
- Ratification: the Flemish Parliament
- Implementation:
 - Umbrella organisations
 - Schools and teachers

Final Objectives

- **1997** decree concerning developmental objectives and final objectives **elementary education (age 2,5 – 12)**
- **1996** decree concerning developmental objectives and final objectives **secondary education 1st stage (age 12 – 14)**
- **2002** decree concerning developmental objectives and final objectives **secondary education 2nd and 3rd stage (age 14 – 18)**

Final objectives

SECONDARY EDUCATION

BASIC EDUCATION

- Subject related final objectives
 - Dutch
 - Expressive arts
 - Foreign languages (French/English)
 - Geography
 - History
 - Mathematics
 - Natural Sciences
 - Physical Education
 - Technology

Final objectives

SECONDARY EDUCATION

BASIC EDUCATION

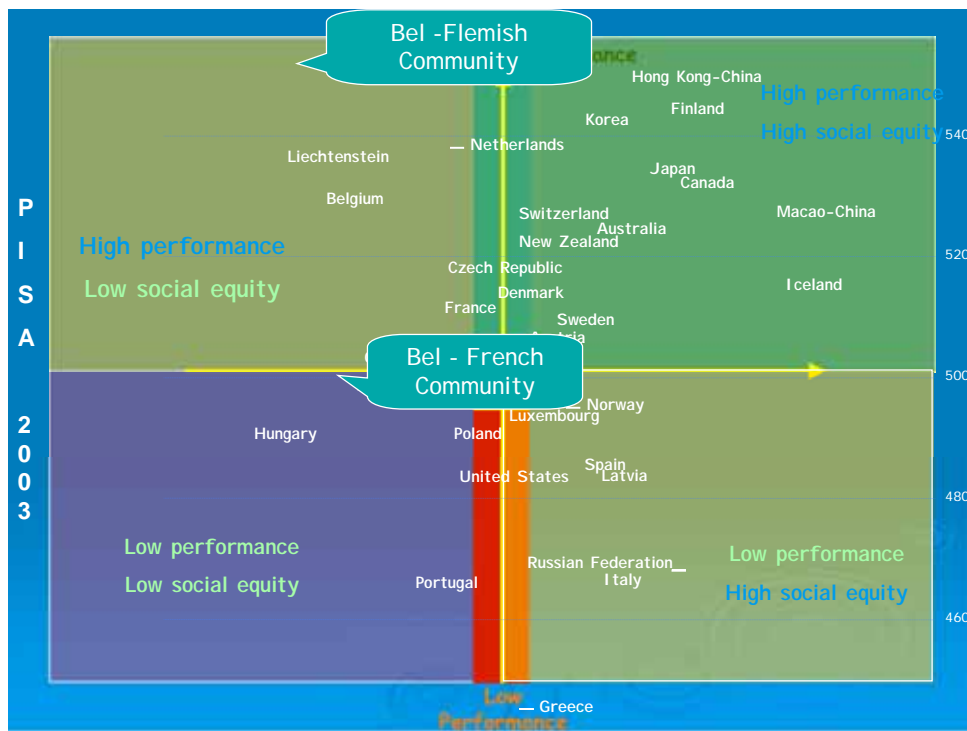
- Cross-curricular competences
 - Learning to learn
 - Social skills
 - Education for citizenship
 - Health education
 - Environmental education
 - Expressive –creative education (2nd & 3rd stage)
 - Technical-technological education (2nd & 3rd stage general education)
 - ICT competences (1st stage/september 2007)

Cross-curricular final objectives

- Refer to competences that do not belong to the content of one or more subjects, but that can be taught, practised and applied in it, such as learning to learn and social skills
- Schools are obliged to make efforts with regard to these final objectives: they must try to realise them to the highest possible extent in their pupils

Flanders in Europe (1)

- Language Policy document
 - Two foreign languages (English, French) for all pupils (in secondary education)
 - Revision of the final objectives languages
 - Strengthening the competence in Dutch
- Science and technology
 - Revision of the final objectives Science and Technology



Flanders in Europe (2)

- Interpersonal, intercultural and social competences and civic competence
 - Cross-curricular objectives 'social skills' and 'education for citizenship'
- Entrepreneurship
 - Not explicitly named, but present in other subjects and themes
- Cultural expression
 - Subject in secondary education 1st stage
 - Cross-curricular in 2nd and 3rd stage

Learning to learn

European recommendation

Learning to learn means

- To organise one's own learning (= effective management of time and information)
- Awareness of one's own learning process
- To handle obstacles in order to learn successfully
- To gain, process and assimilate new knowledge
- To seek and make use of guidance
- To be motivated and have self confidence

Learning to learn Flanders

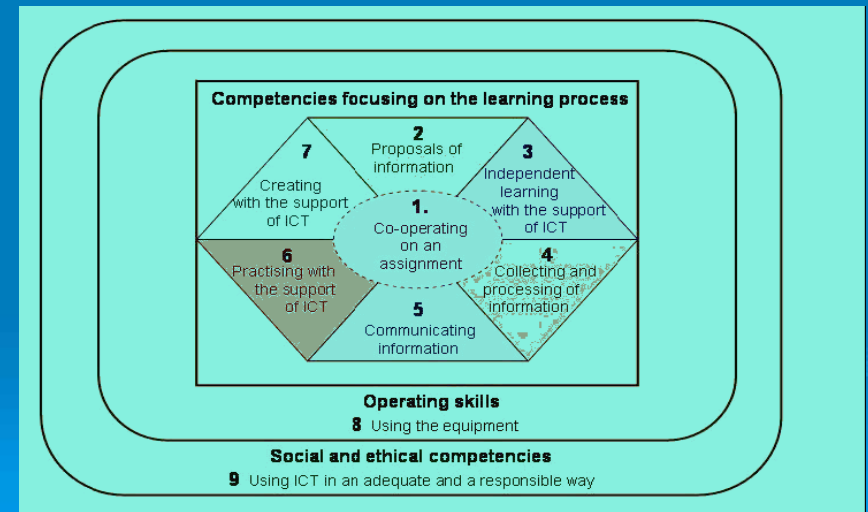
Final objectives concerning

1. Views about learning
2. Acquiring and processing information
 - acquiring information
 - processing information
 - solving problems
 - study

Learning to learn Flanders

- 3. Regulating the learning process
- 4. Capacity to choose
 - Self-concept clarification
 - Widening horizons
 - Optional strategies
 - Environmental influences

ICT competences



ICT competences

Secondary education 1ste stage

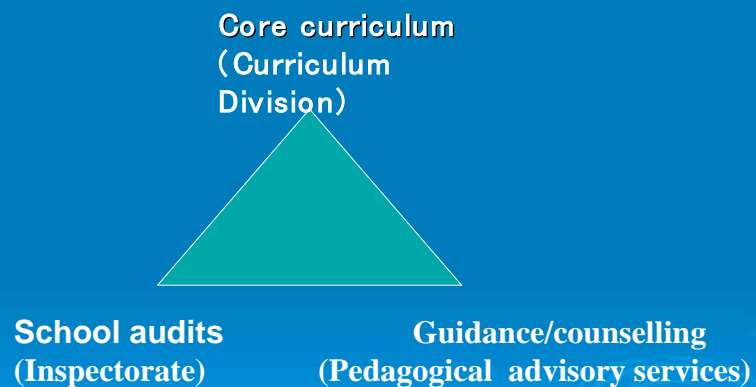
Pupils

- 1. have a positive attitude towards ICT and are willing to use ICT in support of their learning.
- 2. use ICT in a safe, sensible and appropriate way.
- 3. are able to practise independently in an ICT supported learning environment.
- 4. are able to learn independently in an ICT supported learning environment.
- 5. are able to use ICT to express their own ideas in a creative way.

ICT competences (2)

- 6. can retrieve, process and save digital information by means of ICT.
- 7. are able to use ICT in presenting information to others.
- 8. are able to use ICT to communicate in a safe, sensible and appropriate way.
- 9. are able to make an adequate choice out of different ICT applications depending on the objective to be reached.
- 10. are willing to adjust their actions based on reflection upon the use of ICT by themselves or others

Quality in Education



School audits / inspectorate

- Approve of the **curricula** developed by Educational Networks
- **School audits:**
 - Check the achievement/pursuit of the core curriculum
 - Whole school reviews, audits by teams of inspectors
 - CIPO-tool (context, input, process, output)
 - Control - proper use of school time
 - application of language laws
 - educational equipment
 - hygiene of accomodation
- **Policy recommendations** (report)

Cross - curricular objectives Evaluation

| Phases | Criteria | |
|---------------------------|------------------------|------------------------|
| | Structural conditions | Scope |
| Development of vision | Level 1 - 2 - 3 - 4 | Level 1 - 2 - 3 - 4 |
| Implementation | Level 1 - 2 - 3 - 4 | Level 1 - 2 - 3 - 4 |
| Evaluation and adjustment | Level 1 - 2 - 3 - 4 | |

Pedagogical Advisory Services

- Organised by the umbrella organisations
- **Tasks:**
 - provide support for schools and teachers in implementing policy measures
 - develop initiatives to enhance quality in education
 - organise in-service training

Key Competences in the French speaking Community

- 1997 decree on secondary Education
- 'socles des compétences" (framework of competences)
- Programmes and educational projects should contribute to
 - Learning, deepening and mastering the French language
 - Learning mathematical tools
 - Communicating in foreign languages

Key Competences in the French speaking Community

- Acquiring insight in science and technology and their interdependence
- Passing on cultural heritage in all aspects and discover other cultures
- protecting the memory of events which help to understand the past and the present in the perspective of personal and collective commitment to the democratic principles and values

Key Competences in the speaking Community

- The importance of arts, education in media and physical expression
- Understanding of living conditions, history, and more specific the reasons and consequences of the European unification
- Understanding the Belgian political system