



Competencies: A Different Perspective. (Trevor Bond)

<http://tinyurl.com/m9k82bz>

trevor.bond@core-ed.org tbond@clear.net.nz

What are the celebrations and issues you would be happy to share about your school's current approach to the competencies?

Celebrations:

- Competencies focussed on each term - celebrated in classrooms and at assemblies
- All classrooms have authentic examples of the competencies in action
- School wide approach, consistency across levels
- KCs progressions developed to share students' and teachers' goals and achievements with parents.

Issues:

NZ Curriculum

"The key competencies are both **end and means**. They are a focus for learning – and they enable learning." P38

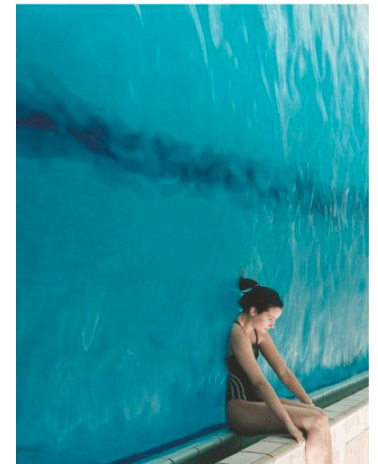
"Each board of trustees, through principal and staff, is required to develop and implement a curriculum for students in years 1 to 13 ... That supports students to **develop the key competencies** set out in pages" Page 12-13

"When designing and reviewing their curriculum, schools will need to consider how to encourage and **monitor** the development of the key competencies." P38

"They will also need to clarify the conditions that will help or hinder the development of the competencies, the **extent to which they are being demonstrated**, and how the school will **evaluate the effectiveness of approaches intended to strengthen** them." P38

Evaluative questions:

How is your school going in terms of....



- 1.. delivering the competencies?
- 2.. monitoring the development of the competencies?
- 3.. evaluating the effectiveness of the programmes intended to strengthen the competencies?
- 4.. reviewing your approach on the basis of evidential outcomes



My Concerns:

1: We isolate the competencies and place each in a box. This is an educational trait that pervades our system in all aspects, so of course we do the same with the competencies regardless of the two statements below..

"The competencies are not separate or stand alone" – p44 NZC

"In Practice the competencies are most often used in combination" – P38 NZC

2: The way the competencies are being utilised by schools often seems to have no link to the curriculum requirements in terms of 'monitoring the shifts' in the competencies.

3: The way the competencies are being reported to parents generally has no justifiable backing in terms of our current understanding of formative assessment and identifying next steps

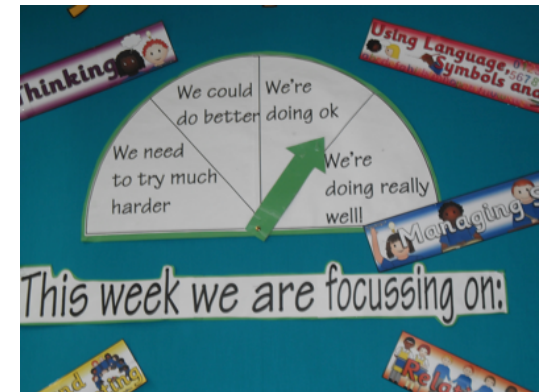
Your Responses:

Interesting in its relationship to Tony Ryans thinking keys and Habits of Mind in terms of articulating thinking which could reflect competencies????

Trevor 10.10.14 This would be an interesting conversation to pursue.



"The competencies are not separate or stand alone" – p44 NZC
"In Practice the competencies are most often used in combination" – P38 NZC



Thinking is the all dominant competency, none of the others can be done well without thinking.

Using Language Symbols and Text is not just about communication they are also the stuff of thinking, we think in language, symbols, text, images, links and emotions.

Managing Self has to supersede the other two because the quickest way to stuff up relationships and participation is to not manage self.

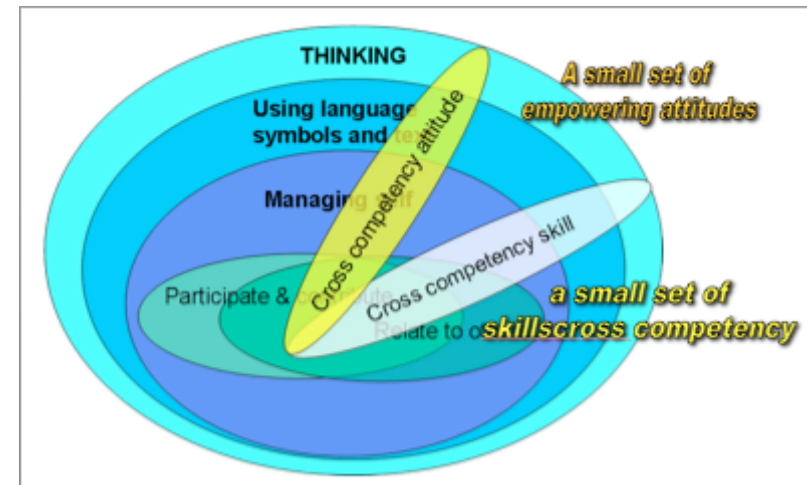
Participate and Contribute can not be separated from **Relating to Others**. The very act of participating and contributing engenders some form of relationship, and relationship requires participation and contribution.

Your responses:

This seems sensible and thoughtful - it makes a lot of sense

I like this diagram, and will show my staff for their thoughts.

Trevor 10.10.14 - Please feel free to share their thoughts back here.



Makes it simple

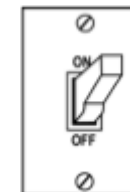
De Bono Talks of simplicity and how powerful it is.

Wouldn't it be neat if we could find a small set of attitudes and skills, that cut right across the competencies?

A set of attitudes and skills that would empower our students across the competencies.

A set of attitudes and skills that would empower our students as learners.

A set of attitudes and skills that would empower our students for life.



Attitudes: A sample set currently being used by more than 20 schools.

- Curiosity:** The driving force of learning.
- Open-mindedness:** Willing to review their own opinions, beliefs, thoughts and attitudes based on further information, and experiences.
- Persistence:** Pursues questions, goals, ideas and learning towards a conclusion despite difficulties and obstructions.
- Empathy:** Willingness and ability to consider the needs, views, beliefs and situations of others.

Skills: A sample set as above.

- Identify need or problem
- Identify, understand and use contextual vocabulary appropriately.
- Ability to create and use relevant questions to guide thinking, and gain information. (Refers to the QuESTioning Matrix)
- Ability to acquire and validate needed information
- Creating and critiquing information, argument, belief or theory
- Ability to make informed decisions with due consideration of possible options, consequences and the impact on others

This then creates a competency based Curriculum.

Reactions, thoughts, comments and questions....

Re identifying a small set of skills and attitudes that empower our students across the competencies, and focussing on these.

- How are teachers and staff going to be using this in the classroom?
- Annotate a large piece of paper - introduce the language e.g. stage 1 of the skills. Schools who are a year or two into this are having students coming to the teachers with their knowledge and understanding.

Communication/Literacy	Means: student use the skills and attitudes to empower their learning	Assess/report: Nat Standards
Mathematics/Numeracy		
Learn to Learn Inquiry based approach (Science, Technology, Social Science, Health and PE, The Arts)	Ends: student develops the skills and attitudes	Monitor/report: Skills Attitudes

- Challenge for teachers is to create authentic learning opportunities to allow students to demonstrate their attainment in these skills.