KEYCONET’S CONCLUSIONS AND RECOMMENDATIONS FOR STRENGTHENING KEY COMPETENCE DEVELOPMENT IN POLICY AND PRACTICE
At policy level

• *Further clarify objectives, deepen curricular reforms.*

Curricular reform efforts should also include a close look at what might be cut. Future curricular reforms should focus on priorities for learning in order to allow time for deep learning within the competence-based approach.
• **Develop coherent assessment and evaluation frameworks.**

Policies to support assessments *for* learning reinforce key competence approaches. Classroom-based formative assessments emphasise in-depth questioning and extended dialogues, self- and peer-assessment, as well as feedback and guidance on improvement.

Portfolio assessments or ICT-based assessments that allow learners to demonstrate complex skills and reasoning processes are more effectively aligned with key competence approaches. Multiple measures of school and learner achievement over time provide a better view of overall performance.
• **Support teachers**

**Resources** for their continuous professional development should be a priority. Teachers should also be considered as important stakeholders and included in the formulation, monitoring and evaluation of ongoing policy and curricular reforms. These efforts are likely to increase teacher support for new approaches and therefore to improve implementation.

Teachers need to have **clear guidelines**, access to appropriate tools and materials, and exemplars of effective practice.

**Initial teacher education** will need to be reformed in order to align with key competence education.
• Provide opportunities for networking and collaboration.

Teacher networks, whether online or face-to-face, may support the development of learning communities and may also stimulate innovation.

Collaboration with external stakeholders is also essential to ensure that teaching and learner reflect “real world” challenges.

Collaboration with researchers is also important. Researchers may work alongside teachers engaged in action research to design new initiatives and pedagogies.
• *Invest strategically*

Intensive teacher training and mentoring support in the early stages.
At school Level

• **Allow time for teachers to develop and deepen their practice.**

• **Modify learning environments to better support project-based and interdisciplinary learning**

• **Improve communications on the objectives to build broader support**
• Highlight key competences as a priority in school plans
• Monitor and evaluate at school level
Recommendations

• *Support networking activities*
• *Support peer learning*
• *Share examples of good practice*
• *Monitor progress over time*
• *Plan for future needs.*