Our story with KeyCoNet
The Network

The European Policy Network on Key Competences in School Education (KeyCoNet)

- 2011 EC Call for the establishment of a Europe-wide network bringing together relevant organisations, researchers and stakeholder groups involved in school curriculum development, teacher education, assessment and evaluation to stimulate cooperation and joint reflection for the development of recommendations to improve the implementation of key competences in school education.
The European Reference Framework of Key Competences was defined in the Recommendation on key competences for lifelong learning adopted by the Council and the European Parliament in December 2006.

The framework identifies eight key competences – which combine knowledge, skills and attitudes – considered as necessary for

- personal fulfilment and development,
- active citizenship,
- social inclusion
- employment in the 21st century.
8 KEY COMPETENCES

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

7 TRANSVERSAL SKILLS

- Critical thinking
- Creativity
- Initiative
- Problem-solving
- Risk assessment
- Decision-taking
- Constructive management of feelings

KEYCoNE
Key Competence Network on School Education

COMPETENCES

- Attitudes
- Knowledges
- Skills
In 2012 the journey begins...

- Network’s Activities
- Network Dynamic
- Geographical & Stakeholder Reach
Further built evidence → Conducted new case studies/peer learning visits; Updated research reviews; Consulted stakeholders (expert & public consultations); Extended remit into practice by developing MOOC & guides for teachers

Learning community → network members now aware enough of one another’s experience & expertise to know who to contact for advice on specific aspects of implementing KCD; Direct contact between members in their own time

Entry of more Associate Members this time mostly requested directly by them → 30 countries; Continued to broaden stakeholder base (including schools)
The Core Curriculum Programme aims to:

- Ensure exposure and appropriate mastery of all the core components of the curriculum;
- Ensure that the learners involved are not completely segregated from the rest of the learning community;
- Provide learning programmes that have a strong element of continuous assessment whilst leading to an EQF Level 1 certification.
Targeted Learners

• Learners in last three years of the secondary cycle (13 - 16 yrs)

• Low ability learners (Basic Skills)

Outcome: EQF Level 1

Maltese, English, Mathematics, Italian, Science and D&T, Religion, Social Studies, History, Geography, ICT and Physical Education (if chosen)
Support: Alternative Assessment

The use of alternative assessments that demonstrate achievement primarily to the learner.

*Weighting* is given to all the outcomes achieved during the course rather than at the end of it.
Tailor – made support

- Class with a maximum of 13 learners
- Alternative curriculum provision
- Alternative assessment techniques that still prove achievement of outcomes
- Mentors who speak about learning

Metacognition

Growth Mindset

Efficacy

"Mindset" {noun} a set of beliefs or a way of thinking that determines one’s behavior, outlook and mental attitude.
Pedagogy

• Assessment for Learning used as the underlying pedagogy.

• Learners engaged in tasks working towards known outcomes.

Assessment

• Mostly Continuous Assessment based on the achievement of these outcomes.

• Summative Assessment--half yearly and annual examination.

• Assessment grade based on the combination of the continuous and the summative.
What did we produce?

**Key competence development outputs**

- Initiatives
- Case studies
- Peer learning visits
- Videos
- Literature reviews
- Country overviews
- Webinars
- Teacher guides
- Recommendations

Search outputs
Emphasis

application of knowledge in real world situations represents a significant departure from “traditional” content-based approaches, with subjects taught and assessed discretely.
Teaching key competences may involve

A greater emphasis on interactive learning environments, presenting learners with open-ended problems and challenges. Learners may debate and test ideas, work in teams, access online platforms for collaboration.

Collaboration with external community and business stakeholders to create more opportunities for “real world” learning.

Closer attention to the social-emotional aspect of learning, including the quality of relationships between and among teachers and learners.
Closer attention to how learners **apply their informal and non-formal learning** to what they learn in school.

New approaches to assessment, including **classroom-based formative assessment and summative assessments** that provide information on learners’ understanding of interconnections and processes (rather than fragments of knowledge), or ability to perform complex tasks.

**Relevant use of ICT to support collaborative work**, provide access to educational resources, track learner progress and assess higher-order thinking.
Different strategies partner countries have used to introduce key competences at the policy level and to influence changes in classrooms:

- Legal frameworks for key competences
- New competence-based curricular frameworks
- New and innovative partnerships, pilot projects
- Dedicated funding
- Capacity building
- Monitoring and evaluation of new initiatives
The principles for effective school implementation and practice that emerged from the KeyCoNet case studies include:

- A central focus on teaching, learning and assessment
- Effective communication with stakeholders
- Engagement with the broader community
- School plans that incorporate key competences and evaluation of progress

The theme of collaboration and engagement runs throughout these principles.
KEYCONET’S REACH ACROSS COUNTRIES AND STAKEHOLDERS

COUNTRIES:
- Founding countries of KeyCoNet in 2012: Austria, Belgium, Estonia, Ireland, France, Finland, Norway, Portugal, Sweden
- Countries which joined the network in 2013: Spain, UK, Poland, Albania, Romania, Greece, Luxembourg
- Countries which joined the network in 2014: Croatia, Italy, Lithuania, Latvia, Denmark, Cyprus, Slovakia, Bulgaria, Slovenia, Czech Republic, Germany, Malta, Netherlands and Hungary

STAKEHOLDERS:
- Ministries of Education/Related Agencies
- Regional entities
- Universities/Research organisations
- Teacher training institutions
- National & European networks
- Primary & Secondary schools
- Non-governmental organizations