Key Competencies are the capabilities people need to live, learn, work and contribute as active members of their communities.

Introduction
1. Curriculum Direction
2. Managing Implementation
3. Curriculum Fluency
4. Dimension 1: Vision
5. Dimension 2: Principles
6. Dimension 3: Values
7. Dimension 4: Key Competencies
8. Dimension 5: Learning Areas
9. Teaching/Pedagogy
10. Assessment
11. Putting it all together
Key Competencies

The Requirement
The school supports students to develop the key competencies set out on pages 12 – 13.  

This requirement recognises the complex and holistic nature of the competencies.

The true measure of how well the key competencies are being developed is how well they are demonstrated in a range of variable life contexts. The school setting provides only some of those contexts, so judgements of competency based on school specific observations alone are bound to be incomplete. Moreover, what is learnt at school doesn’t necessarily transfer into life outside of school.
Key Competencies

*Background and Meaning*
Where did the idea of key competencies come from in the first place?

Work done by an OECD working group provided a stimulus for having key competencies in the New Zealand Curriculum. The OECD group engaged in investigating and justifying the place of Key Competencies:

Beyond basic skills such as reading, writing, and calculating, what competencies are needed for the individual to lead an overall successful and responsible life and for contemporary society to face present and future challenges? What are the normative, theoretical, and conceptual foundations defining and selecting a limited set of the most relevant competencies?

DeSeCo’s Research Questions
are useful for our own interpretations, explorations and understanding of key competencies

1. Is the basic premise of a limited number of key competencies justified?
2. What do the perspectives of an economist, a sociologist, a philosopher, an anthropologist, a psychologist or an expert in educational research contribute to the identification of a set of key competencies?
3. According to experts in various spheres of activity, which competencies are necessary for understanding and acting in different areas of life?
4. **Do key competencies operate independently, or should they be viewed as an interdependent set or constellation of competencies?**
5. To what extent is it possible to identify key competencies independently of age, gender, status, professional activity, etc? Are certain competencies particularly important in the various phases of life, and if so, which ones?
6. What is the role of policy and practice in defining, selecting, and describing “key competencies”? 
7. What are the consequences of these results for the transmission of competencies and for the development and interpretation of indicators?

The OECD group contemplated which competencies should be “key”. Its list included the following:

1. Communication in the mother tongue
2. Communication in a foreign language
3. Mathematical literacy and basic competencies in science and technology
4. ICT skills
5. Learning to learn
6. Interpersonal and civic competencies
7. Entrepreneurship
8. Cultural awareness.


It can be seen that these competencies are quite different from those in the NZC. The competencies in the NZC were developed within New Zealand through processes of extensive professional discussion.
How are key competencies to be defined?

... defining and selecting key competencies relevant for individuals and societies is at the same time an ethical, a scientific, and a political issue.

... Individual characteristics such as gender, age and social status, and aspects of the social environment such as culture and national context influence the forms that key competencies described at the abstract level take in specific contexts.
NZ Curriculum development work on key competencies identified important messages about the nature of the competencies. Understanding these messages is prerequisite to the interpretation of the competencies in school practice, and any considerations given to assessing students’ development of the competencies.

- Competencies are **integrated, holistic and complex**. They include the knowledge, skills, attitudes and values needed to meet the demands of a task.

- Competencies are **performance based and inferred from action, behaviours and choices** of an individual in a particular context.

- Key competencies are those competencies needed by everyone across many life contexts to meet important challenges.
Key Competencies

*Understandings necessary for good practice*
The following definition is an excellent focal statement for the design, development and review of school practice:

Key competencies are the capabilities people need in order to live, learn and contribute as active members of their communities. They are critical to sustained learning and effective participation in society and work.

Education Gazette 18.09.06.
Learning in the school setting

Figure 2. Approximate waking hours, per year, for students in school and in neighborhood and with family.


Berliner’s simple graph reminds us that the amount of time a student has in school, compared to the amount of time outside of school, is relatively small. We also know that the school environment can be very different as a place for living and learning to the environment outside of school.

_The key competencies are not intended to simply serve the purposes of the school (order, cooperation, etc.)._ Their true measure and worth is seen in how well they are lived out in a range of variable life contexts!

Can we be confident that what happens at school largely generalises into life outside of school?

The school has an important role to play, but it cannot make all of the difference on its own!
Key Competencies

Some important understandings

• The key competencies (all of them) are relevant to all learning areas and activities. They know no subject boundaries. They are developed simultaneously with all content areas of the curriculum.

• The measure of how well the competencies are developed by students is seen in how well they are demonstrated and lived out in a wide range of life contexts.

• Life contexts are highly variable.

• Dispositions and inclinations vary according to variable personal ‘states’ in time and place.

• School is just one time and place – and a relatively ordered one which relates to one period of time in life.

• We cannot assume that what is developed for one context (the classroom, school) will generalise or transfer into variable life contexts outside of school.
Students are best helped to develop the Key Competencies in the school setting when they are infused within and across all learning experiences – not treated separately. Teachers and schools should focus on two things simultaneously: teaching the substance of subjects, and helping students to develop the competencies.
Key Competencies

*Interpretation*
The New Zealand Curriculum gives general descriptions of what each competency is about (pp.12,13), but it does not “prescribe” what is to be covered by individual schools and their students. This is consistent with the direction of the national curriculum. It is the responsibility of the school to decide which aspects of the competencies are priorities for its students and the learning experiences that will support students to develop the competencies.

Thinking
Use creative, critical, metacognitive and reflective processes to make sense of information, ideas, experiences
Actively seek, use and create knowledge
Reflect on own learning, draw on personal knowledge and intuitions, ask questions, challenge the basis of assumption and perceptions

Using language, symbols and texts
Interpret and use words, number, images, movement, metaphor and technologies in a range of situations
Recognise how choices of language and symbol affect people’s understanding and ways in which they respond to communications
Use ICT confidently to communicate and access information

Managing self
Self-motivation
‘Can do’ attitude
Set personal goals, make plans, have high personal standards
Be enterprising, resourceful, reliable, resilient
Have strategies for meeting challenges
Know when and how to follow someone’s lead, or make own well-informed choices

Relating to others
Interact effectively with a diverse range of people in a variety of contexts
Listen actively, recognise different points of view, negotiate and share ideas
Open to new learning
Take different roles in different situations
Know when it is appropriate to compete, and when it is appropriate to co-operate

Participating and contributing
Participating actively in local, national, global communities
Respond appropriately as a group member
Make connections to others
Create opportunities for including people in group activities
“Translating curriculum ideals like the key competencies into effective teacher practice is an issue grappled with in many countries … Get the process wrong and it can end up on the scrap-heap of good ideas that didn’t stick.”

“… if New Zealand is to succeed, the key competencies must be embedded in each school’s culture and most importantly in the “microclimate” of the classroom.”

“Teachers need to ensure the competencies come as second nature to young people when needed in real life.”


Claxton offers some good advice, but we need to question whether it is a realistic expectation that “Teachers need to ensure the competencies come as second nature to young people when needed in real life”.

NZEI Te Riu Roa and Lester Flockton 2009
Because the idea of key competencies is somewhat new, and since there is no one best way for helping students to develop them, a variety of approaches is being explored and kept under review by schools and teachers.

But beware. To simply copy others' ideas or to look for a convenient “packaged solution” is unlikely to lead to deeper professional learning and the development of approaches suited to the school’s students.

Consider the advice shown on the following slide. Is this good advice or ill-considered advice?
To achieve the dream a resource engine is required to drive it. Habits of Mind as developed by Art Costa and Bena Kallick, … is a ready made resource engine for integrating the competencies.

“Critical literacy” requires us to ask: is this good advice or ill-considered advice?

Key Competencies

School Practice
Key Competencies

People use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. **They are not separate or stand-alone.** They are key to learning in every area.
The Key Competencies are threaded throughout all dimensions of the curriculum – vision, principles, values, and learning areas.

It is informative to spot where those threads occur within the following excerpts from the national curriculum.
## Curriculum Connections

<table>
<thead>
<tr>
<th>Vision</th>
<th>Values</th>
<th>Competencies</th>
<th>Learning Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Confident</strong></td>
<td><strong>Excellence</strong></td>
<td><strong>Thinking</strong></td>
<td>English</td>
</tr>
<tr>
<td>• Motivated</td>
<td>• Aiming high</td>
<td>• Creative, critical, metacognitive</td>
<td>The Arts</td>
</tr>
<tr>
<td>• Reliable</td>
<td>• Persevering</td>
<td>• To seek, use and create knowledge</td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td>• Resourceful</td>
<td><strong>Inquiry, curiosity</strong></td>
<td>• Problem solving, Questioning</td>
<td>Learning</td>
</tr>
<tr>
<td>• Resilient</td>
<td>• Thinking critically,</td>
<td></td>
<td>Languages</td>
</tr>
<tr>
<td></td>
<td>creatively, reflectively</td>
<td></td>
<td>Maths &amp; Stats</td>
</tr>
<tr>
<td><strong>Connected</strong></td>
<td><strong>Diversity</strong></td>
<td><strong>Managing Self</strong></td>
<td>Science</td>
</tr>
<tr>
<td>• Able to relate to others</td>
<td>• Cultures, languages, heritages</td>
<td>• Resourceful, reliable, resilient</td>
<td>Social</td>
</tr>
<tr>
<td>• Effective users of communication tools</td>
<td></td>
<td>• Goals, plans, high standards</td>
<td>Sciences</td>
</tr>
<tr>
<td>• Connected to the land and environment</td>
<td></td>
<td>• Leading – following</td>
<td>Technology</td>
</tr>
<tr>
<td>• Members of communities</td>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fairness, justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actively involved</strong></td>
<td><strong>Community and participation</strong></td>
<td>• For the common good</td>
<td></td>
</tr>
<tr>
<td>• Participants in a range of life contexts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lifelong learners</strong></td>
<td><strong>Ecological sustainability</strong></td>
<td>• Care for the environment</td>
<td></td>
</tr>
<tr>
<td>• Literate</td>
<td>• Making meaning of codes in which knowledge is expressed (words, numbers, images, movement, metaphor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Numerate</td>
<td><strong>Integrity</strong></td>
<td><strong>Relating to others</strong></td>
<td></td>
</tr>
<tr>
<td>• Seekers, users, creators of knowledge</td>
<td>• Honesty, responsibility, accountability</td>
<td>• Listen actively</td>
<td></td>
</tr>
<tr>
<td>• Informed decision makers</td>
<td></td>
<td>• Negotiate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participating and Contributing</strong></td>
<td>• Actively involved</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of belonging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand rights, roles, responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

NZEi Te Riu Roa and Lester Flockton 2009
Social Sciences (p.30)
Using a social inquiry approach, students:
• Ask questions, gather information and background ideas, and examine relevant current issues.
• Explore and analyse people’s values and perspectives;
• Consider ways in which people make decisions and participate in social action;
• Reflect on and evaluate the understandings they have developed and the responses that may be required.

Science (p.28)
• Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe.
• It involves generating and testing ideas, gathering evidence — including by making observations, carrying out investigations and modelling, and communicating and debating with others — in order to develop scientific knowledge, understanding, and explanations.
• Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence.

The Arts (p.20)
• Learning in, through, and about the arts stimulates creative action and response by engaging and connecting thinking, imagination, senses, and feelings. By participating in the arts, students’ personal well-being is enhanced. As students express and interpret ideas within creative, aesthetic, and technological frameworks, their confidence to take risks is increased.
• In the arts students learn to work both independently and collaboratively to construct meanings, produce works, and respond to and value others’ contributions. They learn to use imagination and engage with unexpected outcomes and to explore multiple solutions.

English (p.18)
• By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.
• The study of NZ and world literature contributes to students developing sense of identity, awareness of NZ’s bicultural heritage, and their understanding of the world.

Health and Physical Education (p.22)
• Concepts at the heart of this learning area (include): Attitudes and values — a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice
• Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments) and of the wider society.

Technology (p.32)
• Quality outcomes result from thinking and practices that are informed, critical, and creative.
• The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to technology related careers.

Mathematics & Statistics (p26)
• Both mathematics and statistics equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.
• Mathematics and statistics use symbols, graphs, and diagrams to help find and communicate patterns and relationships.
• By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically.
The design and review of the school’s curriculum has strength when it has a direct relationship to practice – what teachers actually do.

The curriculum has many dimensions and sub-dimensions - perhaps too many for principals and teachers to confidently carry around in their heads. It is important, therefore, to design the school’s curriculum so that it is manageable and meaningful, and at the same time consistent with the intent of the national curriculum.

Over recent years we have witnessed a great deal of curriculum fragmentation, endless checklists and tick boxes. This creates disjoint “little pictures” which are very often counterproductive to deep, meaningful and sustainable learning. Fragmentation works against curriculum coherence.

The solution is not difficult. It requires a focus on “big picture” learning goals, and ways of structuring the school’s curriculum around big parts rather than countless little bits.
Beware the Multiplier Effect

When developing the key competencies dimension of the school’s curriculum, as with other dimensions, special care should be taken to avoid the “multiplier effect”. It is all too easy to make long lists of objectives or “learning outcomes”. The greater the number, the less likely they are to receive the power of attention in teaching and learning. Fewer rather than more should be the maxim. This requires that care is taken to identify “big picture” priorities that are related to students’ actual needs.
One approach to a “big picture” view of the competencies is to think of them as having two major dimensions: **learning** and **personal and social** – then to identify major goals within each of those two dimensions. This is not to suggest that each of the five competencies does not have its own distinctive meaning, or that that the **intellectual**, and the **personal and social**, are not interrelated. Rather, it is to suggest that somehow the school needs to seek manageability through grouping associated dimensions together. The school is entitled to organise its curriculum in ways that will benefit teaching and learning, while being consistent with the general intent of the national curriculum.
What are the priority learning goals for students within each of the major dimensions? Are the priority goals for all students in the school, all students in a class, or for groups or individual students?

These are the options, and they all have merit. But the school needs to beware of the multiplier effect. A certain pragmatism is well advised.
Key Competencies

Assessment & Reporting
Assess the key competencies

Why would we, and indeed, should we?
KEY COMPETENCIES
Assessment: A Requirement?

Is the school *required* to assess and report on students’ development of the key competencies?

For good reasons, there is no requirement to *assess and report* the competencies. The requirement is to *support students to develop* them. *The school’s obligation is to explain and demonstrate how it is doing that and with what effect.* The options are numerous. If for particular reasons a school chooses to use some form of assessment to help decide how well it is helping students to develop the competencies, then students themselves should have a central role in making judgments that can be validated against agreed criteria.

The school *supports students to develop* the key competencies set out on pages 12 – 13.

NZC p. 44
Assessment of the Key Competencies?

Some important considerations

• Assessment has dual and interrelated functions: assessment for learning and for reporting.
• Learning is fluid and seldom incrementally linear (diagonally upwards) and stable (a fixed “outcome”) – especially complex or deep learning.
• Most effective assessment for learning is continuous, interactive, orally communicated and demonstrated (not written), and characterised as ‘feedback’. It is a process.
• Most valid assessment for reporting is derived from information acquired from assessment for learning, drawing on multiple observations. It is typically communicated in written formats.
• Written forms use achievement or progress descriptors (“not yet”, “sometimes”, …), letter or numeric grades, or comments.
• All such descriptors are relative to particular criteria, judgment making, etc. At best they are approximations. They are seldom, if ever, absolutes or fixed points. Varying degrees of error lurk in most educational assessments, whether external tests or teacher judgments.
• Judges and judgments of key competencies performances based on one setting may not be the same as for another setting!
If assessment of the key competencies is to have validity (usefulness) for a student’s learning and progress, then arguably the student him or herself needs to be at the centre of the process.

For the student’s judgments to acquire a strength of dependability (reliability and validity), they need to have

- well understood success criteria
- “other” validators involved in supporting judgment making (peers, adults)
- a belief in the value of doing it, and a commitment to acting on inferences drawn from assessments.
Key Competencies

School Explorations
Should each dimension have its own curricular attention?
Should some dimensions of the curriculum have greater weighting than others?
Should some dimensions of the curriculum have greater weighting than others?

NZEI Te Riu Roa and Lester Flockton 2009
Should there be a certain kind of overlap?
Teachers and schools should focus on two things simultaneously:

• teaching the substance of subjects
• helping students to develop the competencies and explore values.
A range of different approaches are being explored by schools for supporting students to develop the key competencies. While there is no one best way, what might work well in one school may not work so well in another.

When exploring approaches to supporting students to develop the competencies, the most important tool for strengthening emerging practice is careful, critical self-review.
Some questions to help guide careful, critical self-review of exploratory practices:

- Does the school’s approach, first and foremost, address the requirement?
- Are the key competencies interrelated within and across all learning experiences?
- Are a few priority goals identified?
- Are students engaged in identifying and setting goals?
- Are students supported to reflect on their performance in relation to those priority goals?
- How will it be known that the goals have been reached – with some certainty and permanence?
- If the school chooses to assess and report on the competencies, has it rigorously examined the reliability, generalisability, and usefulness of its judgments. Are students able to perform in a range of life contexts what a school might judge as “achievement”? That is, are the competencies mainly shown at school, or are they shown both within and without school?
Catalogue of Key Competency Assessment Practices

Which ones would **YOU** buy into? *Assessment typically means “summative”*

1. (a) Rubrics: teacher administered?  
   (b) Rubrics: student administered?  
   (c) Rubrics: teacher & student administered?  
   (d) Rubrics: student and significant other(s) administered?

2. Checklists?  
3. Standardised tests, surveys?  
4. Learning logs, journals, inventories, learning stories?  
5. Portfolios?  
6. Rich tasks?  
7. Conferencing?  
8. Personalised monitoring and review devices?

9. ???

NZEI Te Riu Roa and Lester Flockton 2009
The quality and strength of school practice depends on a willingness and ability to critically examine and review it against well conceived criteria.

Each of the following “exploratory” examples need to be critically analysed for their strengths and weaknesses. Strengths are determined according to whether they demonstrably support students to develop the key competencies! When strengths clearly outweigh weaknesses, then there can be some confidence in emerging good practice.
<table>
<thead>
<tr>
<th>Interacting with others. Showing resilience.</th>
<th>Novice</th>
<th>Advanced Beginner</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Actively</strong></td>
<td>Knows when to listen and when to ask questions. Can follow one or two simple instructions.</td>
<td>Can ask questions on a topic. Can follow a few instructions with support.</td>
<td>Asks appropriate questions. Can pass on messages. Can follow several complex instructions. Can give a clear explanation.</td>
</tr>
<tr>
<td><strong>Recognising different points of view</strong></td>
<td>Aware of different points of view and different cultures.</td>
<td>Can discuss different cultures and points of view.</td>
<td>Acknowledges and responds to different cultures and points of view.</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>Negotiate with support eg. taking turns with support</td>
<td>Negotiate appropriately in some situations eg. knowing when to take turns</td>
<td>Able to negotiate in range of situations.</td>
</tr>
<tr>
<td><strong>Sharing ideas</strong></td>
<td>Sharing ideas with support.</td>
<td>Sharing ideas appropriately in some situations.</td>
<td>Willingness to share own ideas. Valuing others’ ideas by actively responding.</td>
</tr>
<tr>
<td><strong>Taking different roles in different situations</strong></td>
<td>Aware of different roles.</td>
<td>Can take on different roles with support.</td>
<td>Knows when to take on different roles. Competently acts in different roles eg. group leader, reporter. Acts appropriately in different situations.</td>
</tr>
<tr>
<td><strong>Knowing when to compete and when to cooperate</strong></td>
<td>May compete rather than cooperate.</td>
<td>Able to persevere individually and/or in a team to compete with support. Able to cooperate and collaborate with others for group outcomes with support.</td>
<td>Able to persevere individually and/or in a team to compete. Able to cooperate and collaborate with others for group outcomes. Knows when to compete and when to cooperate.</td>
</tr>
</tbody>
</table>
### Levels?

<table>
<thead>
<tr>
<th>Pre Level One</th>
<th>Level One</th>
<th>Level Two</th>
<th>Level Three</th>
<th>Level Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being organised and ready to learn</td>
<td>Being organised and ready to learn</td>
<td>Being organised and ready to learn</td>
<td>Being organised and ready to learn</td>
<td>Being organised and ready to learn</td>
</tr>
<tr>
<td>• Shows readiness for learning</td>
<td>• States there is something they need to learn</td>
<td>• Beginning to identify specific personal goals</td>
<td>• Identifies specific personal goals</td>
<td>• Identifies specific personal goals</td>
</tr>
<tr>
<td>• Follows a personal visual/verbal schedule</td>
<td>• Can make the statement ‘I can do...’ about own learning</td>
<td>• Can make simple reflections about learning</td>
<td>• Can reflect on goals</td>
<td>• Can reflect on goals</td>
</tr>
<tr>
<td>• Follows personal routines independently</td>
<td>• Beginning to identify own strengths and weaknesses in a context</td>
<td>• Identifies own strengths and weaknesses in a few contexts</td>
<td>• Beginning to identify the next step</td>
<td>• Able to identify the next step</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Aware of own strengths and weaknesses in a variety of contexts</td>
<td></td>
</tr>
</tbody>
</table>

NZEI Te Riu Roa and Lester Flockton 2009
Checklists?

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consistently</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Self</td>
<td></td>
</tr>
<tr>
<td>Focuses on tasks and shows persistence</td>
<td></td>
</tr>
<tr>
<td>Manages time</td>
<td></td>
</tr>
<tr>
<td>Sets and achieves personal goals</td>
<td></td>
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<tr>
<td>Asks for help</td>
<td></td>
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<tr>
<td>Accepts accountability for actions</td>
<td></td>
</tr>
<tr>
<td>Works independently</td>
<td></td>
</tr>
<tr>
<td>Makes good choices to keep fit, healthy and safe</td>
<td></td>
</tr>
<tr>
<td>Participating and Contributing</td>
<td></td>
</tr>
<tr>
<td>Follows classroom and school routines</td>
<td></td>
</tr>
<tr>
<td>Actively listens to others</td>
<td></td>
</tr>
<tr>
<td>Accepts leadership roles</td>
<td></td>
</tr>
<tr>
<td>Joins in appropriately with others</td>
<td></td>
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<tr>
<td>Is willing to take risks and give things a go</td>
<td></td>
</tr>
<tr>
<td>Using language, symbols and texts</td>
<td></td>
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<tr>
<td>Records and expresses ideas in writing</td>
<td></td>
</tr>
<tr>
<td>Explains and discusses ideas orally</td>
<td></td>
</tr>
<tr>
<td>Produces work which communicates effectively</td>
<td></td>
</tr>
<tr>
<td>Comprehends written texts</td>
<td></td>
</tr>
<tr>
<td>Uses Information Communication Technology effectively</td>
<td></td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
</tr>
<tr>
<td>Asks questions</td>
<td></td>
</tr>
<tr>
<td>Reflects on learning</td>
<td></td>
</tr>
<tr>
<td>Processes information into own words</td>
<td></td>
</tr>
<tr>
<td>Investigates with curiosity</td>
<td></td>
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<tr>
<td>Analyses findings</td>
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<tr>
<td>Evaluates and makes judgements about information</td>
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<tr>
<td>Relating to others</td>
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<tr>
<td>Accepts and responds to advice</td>
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<tr>
<td>Sympathises with others</td>
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<tr>
<td>Recognises different points of view</td>
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<tr>
<td>Works cooperatively in a group</td>
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<tr>
<td>Is polite and friendly</td>
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<tr>
<td>Competes fairly</td>
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</table>

NZEi Te Riu Roa and Lester Flockton 2009
Classroom Management Criteria?

- Hang my bag on the hook.
- Take my chair down.
- My pencil sharpened each day.
- Place my pencil, blue and red pen, rubber & ruler on my desk.
- Bring my homework book and reader every day, also my library books on Friday.
- Hand in my exercise books when I am asked.
Very much like me

Quite like me

A little like me

I listen to what others say to me

I speak nicely to others

I am friendly

I take turns

I am not bossy

I help people when I can

I like talking to people

I don’t hurt people’s feelings

Student developed criteria?

NZEI Te Riu Roa and Lester Flockton 2009
16 Habits of Mind
Costa and Kallick

1. Persisting
2. Thinking and communicating with clarity and precision
3. Managing impulsivity
4. Gathering data through all senses
5. Listening with understanding and empathy
6. Creating, imagining, innovating
7. Thinking flexibly
8. Responding with wonderment and awe
9. Thinking about thinking (metacognition)
10. Taking responsible risks
11. Striving for accuracy
12. Finding humour
13. Questioning and posing problems
14. Thinking interdependently
15. Applying past knowledge to new situations
16. Remaining open to continuous learning

SIXTEEN habits of mind?

www.habits-of-mind.net/whatare.htm

NZEi Te Riu Roa and Lester Flockton 2009
THREE interrelated dimensions of thinking?
Hats?
KEY COMPETENCIES

Review Questions

Have we clarified the meaning that each of the key competencies should have for our students and the conditions that will help or hinder their development?

Does our curriculum explain how the key competencies are to be developed across all learning activities and programmes?

Does our curriculum provide guidance on how to help students monitor their development and demonstration of the key competencies?