



KEY COMPETENCES

IN THE CATALAN EDUCATION SYSTEM

The European Parliament adopted in 2006 the Recommendation on Key Competences for Lifelong Learning. It aimed to contribute to the development of quality, future-oriented education and training tailored to the needs of European society and it provided a common European reference framework.



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SPANISH AND CATALAN POLICIES



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SPANISH AND CATALAN POLICIES



EVOLUTION

LOE 2006	LEC 2009	LOMCE 2013	EU 2017
LINGUISTIC	LINGUISTIC	LINGUISTIC	MOTHER LANG
MATHEMATICAL	MATHEMATICAL	MATHEMATICAL	FOREIGN LANG
ENVIRONMENT	ENVIRONMENT		MATHEMATICAL
DIGITAL	DIGITAL	DIGITAL	DIGITAL
SOCIAL	SOCIAL	SOCIAL	SOCIAL
CULTURAL	CULTURAL	CULTURAL	CULTURAL
LEARNING	LEARNING	LEARNING	LEARNING
AUTONOMY	AUTONOMY	ENTREPRENEURSHIP	ENTREPRENEURSHIP

LOCE – 2002

First Educational Bill to include Key Competences. They were just mentioned. There was no further explanation.

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It defined eight Key Competences:

- Competence in linguistic communication
- Mathematical competence
- Competence in knowledge and interaction with the physical world
- Digital Competence
- Social and civic competence
- Cultural and artistic competence
- Learning to learn
- Autonomy and personal initiative

The LOE said that all subject areas should contribute to the development of as many competences as possible, and each one included specific reference with the competences most associated with the area.

It didn't explain how to deal with them (methodology) or how to evaluate them.

LOMCE - 2013

It establishes seven Key Competences:

- Linguistic communication
- Mathematical, scientific and technological competences
- Digital competence
- Learning to learn
- Entrepreneurship
- Cultural expression and consciousness
- Social and civic competence

Nevertheless, it is generally agreed that the LOMCE puts an emphasis on acquisition of contents rather than on Key Competences. The bill faced and still faces strong opposition as it is considered a step back.

LEC - 2009

- Catalonia has broad powers in education but laws must be aligned with Spanish legislation.
- Key competences are the backbone of the education process.
- The purpose of compulsory education is to make students acquire the necessary tools to understand the world.
- Students should be able to actively and critically intervene in a diverse society.
- Key competences are essential to autonomous and lifelong learning.

CATALAN KEY COMPETENCES

- Linguistic and audiovisual
- Artistic and cultural
- Digital and ITC
- Mathematical
- Learning to learn
- Autonomous and personal initiative
- Knowledge and interaction with the environment
- Social and citizenship

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**PRESENT SITUATION
FROM KC TO 21ST CENTURY
SKILLS
COMPULSORY EDUCATION**



In 2001, the Catalan government established general exams to establish the students' acquisition of key competences.

The exams are conducted on students aged 11, 13 and 15.

These exams have provided enough analysis data to make a move towards a 21st century skills approach



The new model wants to focus on a thorough competence approach to the curriculum.

The different curricula have been divided into different dimensions and specific competences have been assigned to each dimension

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Biologia i geologia
Física i química
Competències bàsiques de la Tècnologia
Àmbit lingüístic
Dimensió comunicativa literària

Llengua i Literatura (catalana i castellana)

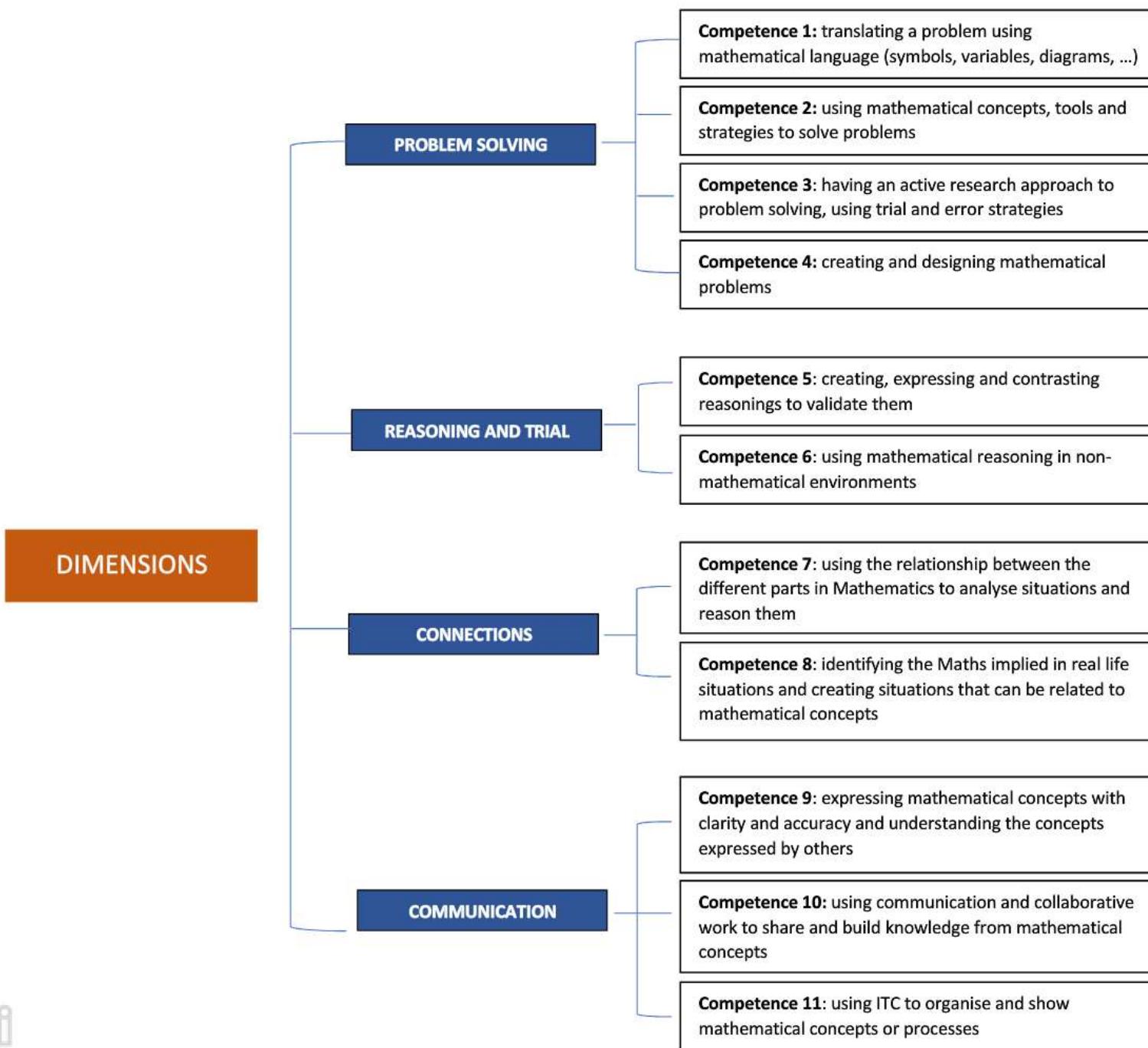
Identificació i desplegament a l'educació secundària obligatòria

Competències bàsiques de l'àmbit artístic

Competències bàsiques de l'àmbit cívic

Competències bàsiques de l'àmbit científic. Identificació i desplegament a l'educació secundària obligatòria. Llengua i Literatura (catalana i castellana). Identificació i desplegament a l'educació secundària obligatòria.

KEY COMPETENCES IN MATHS





Therefore, if we work with a competence-based curriculum, we need to change our traditional evaluation practices. We need to find a way to assess competences, not content acquisition.

A new bill about competence evaluation, that will change our evaluation system completely, is about to be passed.



Consequently, with the new competence curriculum and evaluation a new methodological approach will be needed. So far, there are no strict guidelines on the matter but our administration is encouraging a PBL approach where the student is placed in the center of the learning process.

Competence Network

- driven by public administration
- encourages peer to peer teacher training
- aims to provide an open access bank of PBL materials for all teacher to use.

NEW SCHOOL 21

- driven by a group of private and public schools
- aims to provide training and advice on PBL and methodology

KEY COMPETITI gen_cat Currículum. C Treball per pro

sinapsi.xtec.cat/xcb-projectes

Generalitat de Catalunya gen.cat

Inici Sinapsis Centres Projectes Docents Entra

Xarxa de Competències Bàsiques

Treball per projectes

guillem catà x Filtra per una o més para Q

S'estan aplicant 2 filtres Cerca avançada

Tots Destacats Més votats Més comentats

S'han trobat 15 resultats

Projectes XCB - CRP Manresa (Sarcel Educatiu Elxample, Barcelona)

Representació teatral i documental del projecte ↳ Fa 4 mesos

L'última sessió d'aquest projecte va consistir en una representació teatral i documental. Se'ls hi demanava un parell d'objectius: El primer, havien de realitzar una representació teatral d'un intercanvi comercial de les civilitzacions treballades, per la qual cosa s'havien de disfressar ... Continua llegint >

AVALUACIÓ INSTITUT-GUII I FM-CATA PRODUCTE-FINAL HISTÒRIA DELS NÚMERO

Xarxa de Competències Bàsiques

Projectes en curs

Llista dels projectes que s'estan desenvolupant en aquests moments

Haz clic para habilitar Adobe Flash Player



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Prezi

**PRESENT SITUATION
FROM KC TO 21ST CENTURY
SKILLS
VOCATIONAL STUDIES**

Mid-level Training Cycles

Business

Health care

Carpentry

Hairdressing

Beauty

Social care

Textile Production

Upper-level Training Cycles

Marketing

Laboratory Research

Tourism

Kindergarten

Social Inclusion



The curriculum is organized into specific modules (subjects) which are divided into different formative units, each dealing with a specific set of professional competences



The evaluation is focused on the acquisition of the professional competences (not only the contents). Therefore, we have to use a methodological approach and evaluation system that enables us to check if the competences have been properly achieved.



This means we have to use practical and significant methodology if we want our students to be qualified professionals.

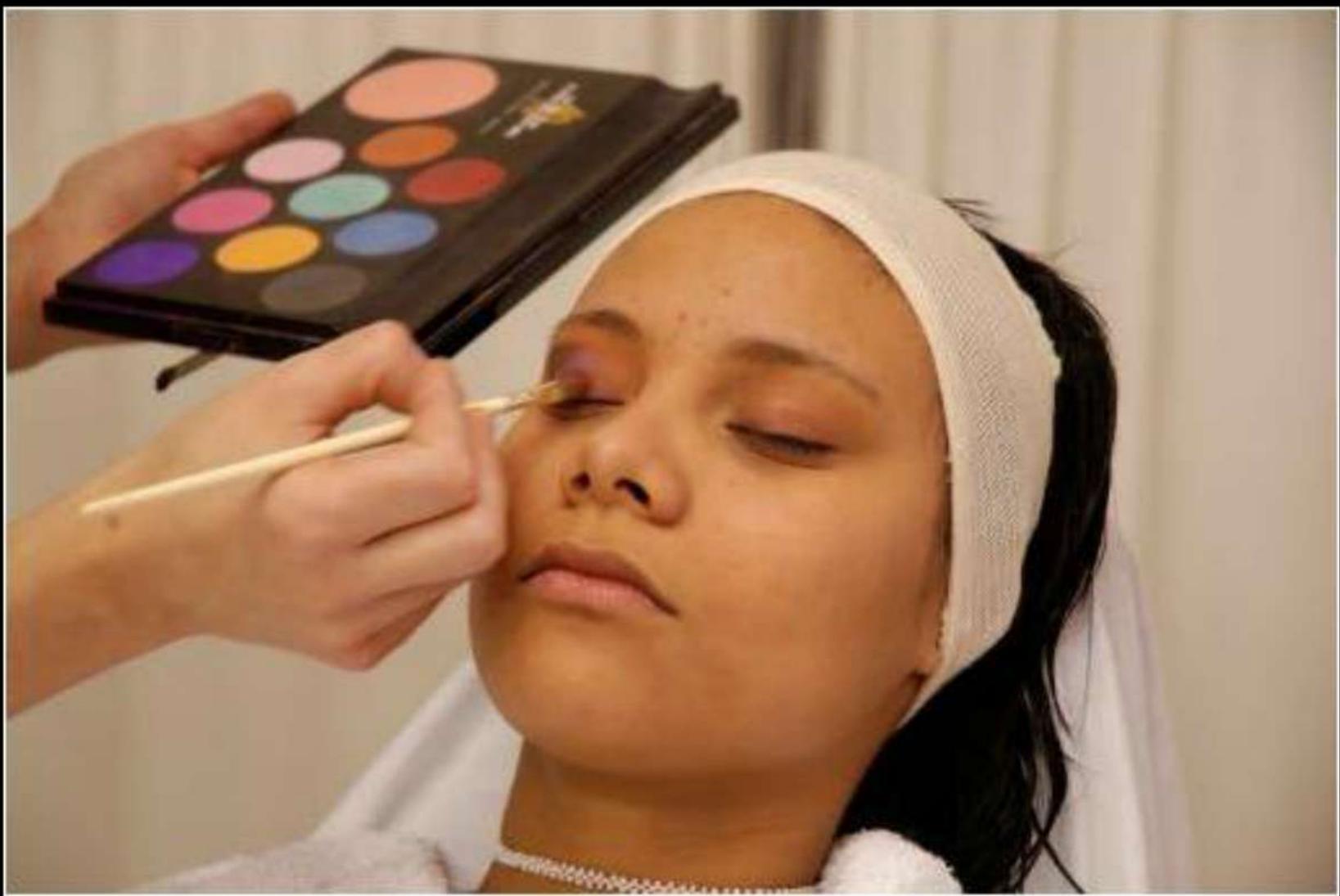
In fact, Vocational training has been using PBL and real significant practice – at the school and through work experience in real companies – for a long time.

We want these projects to be significant so we always try to find real and engaging challenges. They sometimes come from real demands of our partner businesses or our social environment (City Council, schools, NGOs)

They can also be small projects that deal with a particular aspect or global projects where all the curriculum is dealt with.







































THANKS FOR YOUR ATTENTION!

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