

How well are the Curriculum defined competencies acquired? - A first attempt for assessment in Tartu Annelinna Gymnasium

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Theoretical background

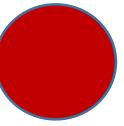
- There is an ever growing need for people who are capable to co-operate with the changing, evolving and demanding new century and society .
- The way teaching used to „work“ does not any more and thus the focus has moved from knowledge towards competencies.
- Educational system in the 21st century is facing the fact that it should be able to provide students broad set of „tools“ to work with in the future.

(Berrett, 2012; Silva, *et al.*, 2015; Sullivan & Downey, 2015).



Estonian Curriculum and general competencies

- A new Curriculum was administered in 2011.
- Its main focus is now on general competencies which can and must be developed in every subject, between subjects and in school activities.
- General competencies are seen as key components for growing as people and as citizens.
- The general competencies are divided into 8:



- Cultrural and value competencies;
- Social and citizen competencies;
- Self-defining competencies;
- Learning competencies;
- Communication competencies;
- Math, science and technology competencies;
- Enterprising competencies;
- Digital competencies.

Our school and Linpilcare team

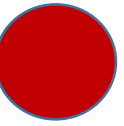
- Tartu Annelinna Gymnasium is a versatile school where the majority of students' mother tongue isn't Estonian
- We have approximately 1000 students this year
- Our team consists of 1 math teacher, 3 science teachers, 3 Estonian teachers, 1 history teacher and 1 technology teacher and is run by our headmaster



Main goals of our research

Focus on general competencies as described by the National Curriculum- what is the current situation in our school?

- Work out an effective instrument to measure the level of acquired competencies
- All the assignments in the instrument should be multi-subject oriented
- Assess the effectiveness of the instrument



Instrument A

Open-ended questionnaire with the focus on general competencies covering math, science, Estonian, history and technology.

The sample consisted of approximately 150 students from grades 8 and 11.

The results from the analysis showed quickly that it is rather impossible to measure the level of acquired competencies via subject specific questionnaire on paper, hence...



Instrument B

...with that in mind we ended up creating another tool, which:

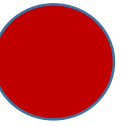
- In its nature is a group activity monitoring carried out by participating teachers
- Focusing one topic (JAPEST student exchange)
- The assignments for the students cover all general competencies as stated in the National Curriculum
- The background of the assignment comes from different subjects
- 12 volunteer students between 15-16 years of age



Preliminary findings

Participating teachers noticed that:

- General competencies can be divided into two groups: well acquired and poorly acquired
- Some of the competencies can't be assessed during one session
- This research will continue as a longitudinal study in our school
- Students were active during the session and their feedback was very positive



Future aims

- Our team will create a detailed criteria for teachers monitoring the activity.
- The same group of students will be monitored next year as well (longitudinal study).
- We hope that the students' activity monitoring will work as a training tool for our colleagues to better recognise and enhance general competencies in their work.

Acknowledgements



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References

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Thank you!