Integrating transversal competencies in education policy and practice (phase II)
Successful learner, confident and creative individual, and active and informed citizen

- Literacy
- Numeracy
- ICT capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural Understanding
LEARNING OUTCOMES

Children have a strong sense of identity
Children are connected with and contribute to their world
Children have a strong sense of wellbeing
Children are confident and involved learners
Children are effective communicators
Australian Curriculum General Capabilities

- ICT Capability
- Critical and creative thinking
- Personal and social capability
- Develop ethical understanding
- Develop intercultural understanding

UNESCO

- Critical and innovative thinking
- Interpersonal skills
- Intrapersonal skills
- Global citizenship
- Physical and psychological health

Children have a strong sense of identity
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Early Years Learning Framework
threshold
learning
outcomes
4. Threshold Learning for

Upon completion of a bachelor degree in science, graduates will:

Understanding science

1. Demonstrate a coherent understanding of science by:
   1.1 articulating the methods of science and explaining why current scientific knowledge is both contestable and tentative by further inquiry
   1.2 explaining the role and relevance of science in society.

Scientific knowledge

2. Exhibit depth and breadth of scientific knowledge by:
   2.1 demonstrating well-developed knowledge in at least one disciplinary area
   2.2 demonstrating knowledge in at least one other disciplinary area.

Inquiry and problem solving

3. Critically analyse and solve scientific problems by:
   3.1 gathering, synthesising and critically evaluating information from a range of sources
   3.2 designing and planning an investigation
   3.3 selecting and applying practical and/or theoretical techniques or tools in order to conduct an investigation
   3.4 collecting, accurately recording, interpreting and drawing conclusions from scientific data.

Communication

4. Be effective communicators of science by:
   4.1 communicating scientific results, information, or arguments, to a range of audiences, for a range of purposes, and using a variety of media.

Personal and professional responsibility

5. Be accountable for their own learning and scientific work by:
   5.1 being independent and self-directed learners
   5.2 working effectively, responsibly and safely in an individual or team context
   5.3 demonstrating knowledge of the regulatory frameworks relevant to their disciplinary area and personally practising ethical conduct.

Creative and Performing Arts Learning Outcome Statements

Upon completion of a bachelor degree in Creative and Performing Arts, graduates will be able to:

Demonstrate skills and knowledge of the practices, languages, forms, materials, technologies and techniques in the Creative and Performing Arts discipline.

Develop, research and evaluate ideas, concepts and processes through creative, critical and reflective thinking and practice.

Apply relevant skills and knowledge to produce and realise works, artefacts and forms of creative expression.

Interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences.

Work independently and collaboratively in the Creative and Performing Arts Discipline in response to project demands.

Recognise and reflect on social, cultural and ethical issues, and apply local and international perspectives to practice in the Creative and Performing Arts Discipline.

Upon completion of a masters by coursework degree in Creative and Performing Arts, graduates will be able to:

Integrate specialised and advanced skills with a developed knowledge of the Creative and Performing Arts discipline.

Generate, research and explore ideas, concepts and processes in the field through integrated creative, critical and reflective thinking.

Apply and refine technical skills and specialist knowledge within a sustained and resolved body of work.

Interpret, communicate and present complex work and ideas to specialist and non-specialist audiences using professional conventions.

Initiate, lead, negotiate and interact with others in planning, adapting to and executing creative and performing arts projects.

Engage critically with social, cultural and ethical issues and apply local and international perspectives to extend practice in the Creative and Performing Arts Discipline.


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Integrating transversal competencies in education policy and practice (phase II)

Prof Martin Westwell
Kristin Vonney

Flinders UNIVERSITY

Australia
Adelaide

an ARC strategic Research Initiative
According to your future plans how important are the following competencies in teaching & learning?

**Leaders:** 29

More "great deal"

**Teachers:** 57
In the classroom to what extent are the students expected to develop skills and transversal competencies?

- Collaborating with other students
- Participating in discussions constructively
- Building their own opinions
- Presenting their opinions logically
- Critically analyzing the information
- Understanding the content
- Developing innovative ideas

teachers

almost universal expectation of development of transversal competences
As a result of the recent reform to integrate transversal competencies in education, have you noticed any positive changes in your students in the following areas?
leaders

- Computer literacy
- Creativity
- Communication skills

critical thinking

teamwork/collaboration

reasoned decision making

teachers

- Small positive change
- Large positive change
- Do not know
- Small positive change
- Large positive change
- No change
To what extent are the teaching approaches listed below effective in helping students develop transversal competencies?

<table>
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<tr>
<th>Teaching Approaches</th>
<th>Leaders</th>
<th>Teachers</th>
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<tr>
<td>Group projects and presentations</td>
<td>![Leaders](graph Leaders Group Projects.png)</td>
<td>![Teachers](graph Teachers Group Projects.png)</td>
</tr>
<tr>
<td>Extra-curricular activities</td>
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<td>![Teachers](graph Teachers Extra-curricular.png)</td>
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<tr>
<td>Small group discussions</td>
<td>![Leaders](graph Leaders Small Group.png)</td>
<td>![Teachers](graph Teachers Small Group.png)</td>
</tr>
<tr>
<td>Field studies</td>
<td>![Leaders](graph Leaders Field Studies.png)</td>
<td>![Teachers](graph Teachers Field Studies.png)</td>
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<tr>
<td>Individual projects and presentations</td>
<td>![Leaders](graph Leaders Individual Projects.png)</td>
<td>![Teachers](graph Teachers Individual Projects.png)</td>
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<tr>
<td>Computer-aided activities</td>
<td>![Leaders](graph Leaders Computer Aided.png)</td>
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</tr>
<tr>
<td>Lectures by teachers</td>
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lectures seen as least useful
To what extent do you agree with the statements below?

- Learning of transversal competencies is an essential part of student learning
- Teaching of transversal competencies should be a formal part of the school policy
- Teaching of transversal competencies is given sufficient attention in your school
- Students have adequate opportunities to learn transversal competencies at school
- Schools, rather than family, should have the primary responsibility for students learning

**Bar Chart**

- **Leaders**
- **Teachers**

- Do not know  Not at all  Very little  To some extent  A great deal
Do you feel you have had enough professional learning?

**Teachers**
- A great deal: 11%
- To some extent: 45%
- Very little: 27%
- Not at all: 15%
- Do not know: 2%

**Leaders**
- A great deal: 18%
- To some extent: 46%
- Not at all: 11%
- Very little: 25%
Teachers: what is the modality of training you have received?
Leaders: to what extent do you provide training opportunities for your teachers to integrate transversal competencies into their classroom practice?
16 classroom observations:

approximately 45 minutes

10 primary school classes
6 high school classes

After each lesson the criteria were rated as being:
   Fully met (Y)
   Partly met (M)
   Not met (N)
   Not applicable (NA)
Extent to which observation criteria were met

<table>
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<tr>
<th>Appropriateness</th>
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<tbody>
<tr>
<td>of teaching</td>
<td>of students</td>
<td>of instruction</td>
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<tr>
<td>materials</td>
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</table>

Number of teachers

UNESCO classroom observation criteria

- Yes
- Maybe
- No
- NA
d. Does the teacher ask questions that facilitate students' thinking, rather than recalling of knowledge (e.g., asking "why" and "what should be done" in addition to "what", "when" and "who" questions)?

e. After posing a question, does the teacher give enough time for students to reflect and organize their opinions before being asked to answer?
Observation of transversal competencies

Implicit or explicit

Most common: critical and innovative thinking, interpersonal skills

Less common: ICT/media skills, global citizenship

Not seen: physical health & religious values
### South Australian Teaching for Effective Learning Framework

**unleashing learning potential**

#### Leaders create learning opportunities with staff

1. **Domain 1 Learning for effective teaching**
   - 1.1 understand how self and others learn
     - leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design.
   - 1.2 develop deep pedagogical and content knowledge
     - leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice.
   - 1.3 participate in professional learning communities and networks
     - leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school.
   - 1.4 engage with the community
     - leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school.
   - 1.5 discuss educational purpose and policy
     - leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice.
   - 1.6 design, plan and organise for teaching and learning
     - leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress.

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#### Teachers create learning opportunities with students

- **Domain 2 Create safe conditions for rigorous learning**
  - 2.1 develop democratic relationships
    - the teacher shares power with students recognising it as a fundamental condition for learning.
  - 2.2 build a community of learners
    - the teacher creates a culture where everyone inspires and encourages each others' learning.
  - 2.3 negotiate learning
    - the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum.
  - 2.4 challenge students to achieve high standards with appropriate support
    - the teacher has high expectations and guides each student to achieve his/her personal best.

- **Domain 3 Develop expert learners**
  - 3.1 teach students how to learn
    - the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively.
  - 3.2 foster deep understanding and skilful action
    - the teacher helps students build rich conceptual knowledge and mastery of complex skills.
  - 3.3 explore the construction of knowledge
    - the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience.
  - 3.4 promote dialogue as a means of learning
    - the teacher provides opportunities for students to learn through interaction and learning conversation with others.

- **Domain 4 Personalise and connect learning**
  - 4.1 build on learners' understandings
    - the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum.
  - 4.2 connect learning to students' lives and aspirations
    - the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities.
  - 4.3 apply and assess learning in authentic contexts
    - the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts.
  - 4.4 communicate learning in multiple modes
    - the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning.
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| 4.1 build the teacher as a learner |
| the teacher builds the learner as a learner |
| 4.2 connect |
| the teacher connects knowledge |
| 4.3 apply |
| the teacher applies learning |
| 4.4 communicate |
| the teacher communicates models |
## Appendix 6: Elements observation record sheet

### Domains and elements

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<tr>
<th>Quality tests</th>
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### Observation running notes

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Comparison of classroom observations

- UNESCO criteria
- TfEL criteria

% score

observation # (increasing score - UNESCO criteria)

no pattern
Transversal competencies: Australia
- often embedded in practice
- critical thinking
- need to "get below the surface"