




Competence Development



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Our context and opportunity

- New Academy, North Enfield – no predecessor school
- Nine months planning time before opening
- Opened Sept 2007, 180 Year 7 students in temporary accommodation
- Business and Enterprise specialism
- Oasis – Christian charity with track record of social enterprise – education, housing, healthcare



A responsive curriculum framework

- No “Shift Happens”
- Framework needed to
 - Resonate with our specialism
 - Take a fresh approach
 - Meet student needs – present and future
 - Accelerate improvement in student outcomes



What do our 12-year old kids need now ?

- Manage tricky situations
- Deal with difficult people
- Self reliance, act with integrity
- Get informed, be discerning
- Display resourcefulness, reasoning



Still valid in Year 11 ?

- **Relating to People**

Emotional Intelligence – dealing with the pressure of exams

- **Citizenship**

Self-reliance – becoming more independent learners, revision timetable etc

- **Managing Information**

Coursework and examination technique

- **Managing Situations**

Success and failure – mock examinations

- **Managing Learning**

Resilience – sticking at it when the going gets tough



Further and higher education

- **Relating to People**

Relating to a wide range of people – with different backgrounds, beliefs

- **Citizenship**

Active citizen – becoming involved in your student union, clubs and societies

- **Managing Information**

Using library time wisely

- **Managing Situations**

Managing time – when you only have 1 lecture a day

- **Managing Learning**

Being resourceful and making the best use of tutorials



And in the world of work ?

- Updating my skills
- Awareness of best practice, new ideas
- Ethical behaviour
- Professional networks
- Holding mates to account
- Retaining good staff
- Effective filing systems



The nature of competence

“The fundamental problem is that high level competencies such as initiative are difficult and demanding activities that no one will engage in unless they very much care about the activity in which they are engaged – or unless they find these activities intrinsically satisfying.”

Wikipedia – “Competence”



A competence-based CPD programme

- A means of bringing the competencies “alive”
- Must relate to current, pressing situations
- Relevance for all career stages
- Problem-solving through skills, knowledge and attitudes

“Surgery” on the competencies

- To find sub-themes - “elements” - for each competence
- To standardise each competence – 5 elements each with four “descriptors”
- Insertion of Alastair Smith’s 5R’s into the Learning Competence.
- Precise expression aids process of assessment



Curriculum and pastoral model

- Core subjects
- Integrated humanities – “Learning Together” with art and physical education
- Learning objectives
- Trips in / out
- Three E’s
- Immersion days
- Learning Families



Example learning resources

- Booklets of lesson materials – a bespoke exercise book
- Extended learning
- Planning tools – Plan Easy 2 from Alite

Requirements for competence assessment



- A long search
- Simplicity – learning from the past
- Rigour through reliability and validity
- Progression
- Fusion of “depth” with “frequency”
- Portfolio approach



Current Assessment Model

- 4 categories expressing depth and frequency
- Always, Mostly, Sometimes, Rarely
- Breakdown into three strands with descriptors
- Focus for self, peer and teacher assessment
- Assessment opportunities during, extended learning and classwork



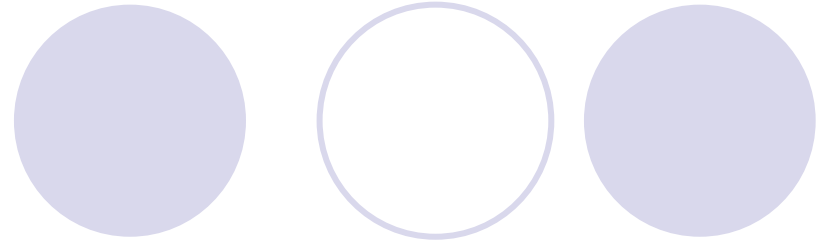
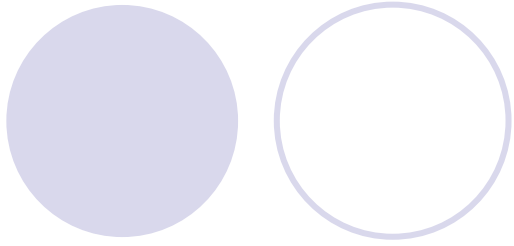
Achievements and Challenges

- Achievements

- Keeping our nerve ...
- A “fit for purpose” assessment regime
- “On board” middle leadership

- Challenges

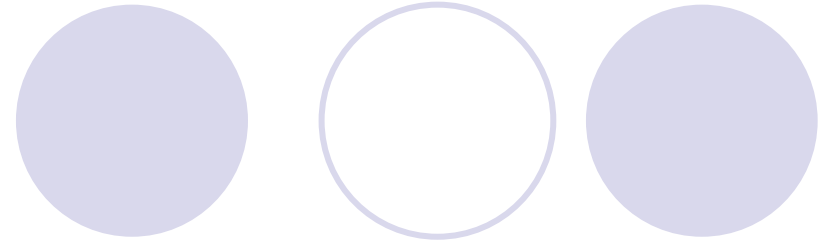
- “Unlearning” previous custom and practice
- More “edgy” project contexts
- Demonstrating progression
- Encountering the standards agenda



“The future is not some place we are going to, but one we are creating. The paths are not to be found, but made, and the act of making them changes both the maker and the destination.”

John Schaar.

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