**REPORT**

**from the first meeting of the working groups on the development of outcomes of key competences - the working group on literacy and multilingual competence; competence in mathematics, science, technology and engineering, and digital competence; entrepreneurial competence, personal and social competence, and learning how to learn; for civic and cultural awareness and expression competence**

**Budva, Avala Hotel Conference Room, January 22-23, 2020**

Following members of working groups participated:

|  |  |  |  |
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| **Working group 1 - literacy and multilingual competence (facilitation Rajko Kosović)** | | | |
| Name and surname | **Institution** | **22/01/2020** | **23/01/2020.** |
| 1. Vesna Babović | Bureau for Education Services |  |  |
| 2. Dušica Marković | Examination center |  |  |
| 3. Milica Jaramaz | Faculty of Philosophy |  |  |
| 4. Dušanka Popović | Faculty of Philosophy |  |  |
| 5. Marija Mijušković | Faculty of Philosophy |  |  |
| 6. Dijana Laković | Bureau for Education Services |  |  |
| 7. Dragana Radoman | Bureau for Education Services |  |  |
| 8. Senada Đešević | Bureau for Education Services |  |  |
| 9. Lidija Lazarević | Center for Vocational Education |  |  |
| 10. Anka Vučinić Gujić | Bureau for Education Services |  |  |
| 11. Dragana Nenadović | Examination center |  |  |
| **Total** | | **9** | **9** |
| **Working group 2 - competence in mathematics, science, technology and engineering, and digital competence (facilitation Srđan Verbić, Boris Ćurković)** | | | |
| Name and surname | **Institution** | **22/01/2020** | **23/01/2020.** |
| 1. Nevena Čabrilo | Bureau for Education Services |  |  |
| 2. Sandra Brkanović | Center for Vocational Education |  |  |
| 3. Mira Vučeljić | Faculty of natural sciences and mathematics |  |  |
| 4. Božidar Popović | Faculty of natural sciences and mathematics |  |  |
| 5. Biljana Maslovarić | Faculty of Philosophy |  |  |
| 6. Biljana Krivokapić Popović | Primary school |  |  |
| 7. Milica Radusinović | Primary school |  |  |
| 8. Bogić Gligorović | Primary school |  |  |
| **Total** | | **8** | **7** |

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| **Working group 3 - entrepreneurial competence and personal, social learn to learn competence (facilitation Maja Jukić)** | | | |
| Name and surname | **Institution** | **22/01/2020** | **23/01/2020.** |
| 1. **Branka Kankaraš** | Ministry of Education, Directorate for Primary Education |  |  |
| **2. Anđa Backović** | Bureau for Education Services (Social and Emotional Skills) |  |  |
| **3. Zoran Lalović,** | Bureau for Education Services (Curriculum Development) |  |  |
| **4. Radoje Novović** | Bureau for Education Services (Curriculum Development) |  |  |
| **5. Srđan Obradović** | Center for Vocational Education |  |  |
| **6. Jelena Mašnić** | Faculty of Philosophy, University of Montenegro |  |  |
| **7. Dragutin Šćekić** | Primary school in Kotor |  |  |
| **8. Biljana Terzić** | Secondary vocational school |  |  |
| **9. Biljana Petrović Njegoš** | Kotor High School for Maritime Studies |  |  |
| **Total** | | **7** | **6** |
| **Working group 4 - civic and cultural awareness and expression competence (facilitation Ljubica Špirić)** | | | |
| Name and surname | **Institution** | **22/01/2020** | **23/01/2020.** |
| 1. **Vidosava Kašćelan** | Bureau for Education Services (Civic Education) |  |  |
| 1. **Bojana Nenezić** | Bureau for Education Services, Music Education |  |  |
| 1. **Ana Đukanović Miljkovac** | Faculty of Philosophy, University of Montenegro, study programmes for preschool upbringing and education and for classroom teaching (teaching methods of art) |  |  |
| 1. **Danijela Popović** | Elementary school, classroom teacher |  |  |
| 1. **Rade Vujović** | Elementary school, subject teacher |  |  |
| 1. **Miroslav Minić** | High school, teacher |  |  |
| 1. **Andrijana Bogetić** | Nikšić Secondary Vocational School, sociology teacher |  |  |
| 1. **Zorana Latković** | Art School for Music and Ballet “Vasa Pavic” Podgorica, music teacher |  |  |
| **Total** | | **7** | **8** |

**Members of the project office,** facilitators of activites on the first meeting of working groups:

* **Boris Ćurković**, team leader
* **Maja Jukić**, key expert for teacher training
* **Ljubica Špirić**, non-key expert for curriculum development and teacher training
* **Srđan Verbić**, non-key expert for STEM disciplines
* **Rajko Kosović**, non-key expert for student evaluation and quality assessment mechanisms
* **Bojana Živković**, office manager of the Project and logistical support

**Goals of the meeting:**

* Establish working groups and agree on a methodology of work;
* Define (identify, describe) eight key competences, based on the EU Key Competences Framework for Lifelong Learning (2018);
* Determine learning outcomes for eight key competences (each working group for two) by the educational levels;
* Define general guidelines (didactic recommendations) for integrating key competences in teaching and learning in formal education levels.

**Method of work:** The participants in each working group were tasked with setting goals for pre-school, early education and higher education, and learning outcomes for education at ISCED 1 (end of 5th grade), ISCED 2 (end of 9th grade) and ISCED 3 (end of secondary) schools, three years and four years) for two key competences. Facilitators developed the first bases for developing learning goals/outcomes for each of the key competencies. The members of the working groups became acquainted with the prepared materials and worked together to improve the document for the assigned key competences. All documents produced will be an integral part of the Montenegrin Framework for Key Competences.

**Suggested structure of the Montenegrin Framework of Key Competences** is as follows:

* Introduction
* Definition, goals and learning outcomes for each of the key competences
* Implementation (didactic recommendations)
* Recommendations for evaluating the processes and outcomes of education for key competences
* Glossary

**The purpose of the Montenegrin Framework of Key Competences:**

1. **Identifying and defining key competences** of the Framework for key competences in the entire education system of Montenegro as defined in the Reference Framework 2018.
2. **Defining** (framework and overall ones) **meta-outcomes** (for early and pre-school and higher education) / **learning meta-outcomes** (for ISCED1, ISCED2 and ISCED3 education levels) for each key competency.
3. **Unifying** the comprehensiveness, scope, applicability and functionality of defined learning outcomes for all key competences (horizontal alignment) and **determining the complexity** across all education levels for a given key competence (vertical alignment)
4. **harmonization of didactic recommendations for implementation** of education for key competences
5. **harmonizing the evaluation of education processes and outcomes** for key competences and achievement of defined learning objectives / outcomes

**Characteristics of goals/outcomes in meta document** (Montenegrin Framework of Key Competences)

* **They are not divided into knowledge, skills and attitudes**
* **They are not written at all cognitive levels, but at the highest level of desired achievement for a given level of education** (which defines an umbrella achievement for a particular meta-goal or learning meta-outcome and can subsequently be broken down into specific learning goals / outcomes at all cognitive levels for knowledge, skills and attitudes in each subject or cross-curricular combination, for a subject, unit or unit)
* **Define concepts, principles and processes**
* **They formulate as much as possible “outside” the content of the subject discipline**, that is, the “subject mindset". (The outcomes of the Framework do not relate to the content of the subject knowledge, disciplines; they should be understandable and applicable to teachers of all subjects and at each level)
* The number of outcomes for each level should be from 4 to 8

Goals for preschool and early development should be written as a verb noun (developing, creating, etc.).

Meta-outcomes for ISCED 1, ISCED 2 and ISCED 3 education levels should be written as verb nouns, so that the outcomes of key competences by subject, unit and syllabus derived from meta-outcomes can be written using active verbs in accordance with the applicable methodology for constructing learning outcomes, with one to a maximum of two verbs. The outcome should be written in bold, and then parts of the process defined by the learning outcome can be written in parentheses).

Aims for higher education should be written with verb nouns in the form of a sequence of notes.

The resulting document for each competency was presented at the second meeting of the Project Team, which was joined by Working Group 2 on Mathematical Competence, Competence in Science, Technology and Engineering, and Digital Competence. Annexes 5-12 have been drafted so far the recommendations documents proposed by the project team members.

**The evaluation of the first working group meeting on key competencies is as follows:**

22 completed slips were handed over.

**Description of evaluation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **☺☺**  Strongly Agree | **☺**  Agree | **😐**  Uncertain | **☹**  Disagree | **☹☹**  Strongly Disagree |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **☺☺** | **☺** | **😐** | **☹** | **☹☹** | Not filled |
| Explanation of outcomes for this workshop was clear | 10 | 8 | 3 | 0 | 1 | 0 |
| The content was relevant to my needs | 10 | 11 | 1 | 0 | 0 | 0 |
| Presentation(s) was (were) helpful | 5 | 12 | 3 |  |  | 2 |
| The materials were useful | 10 | 8 | 3 | 1 |  |  |
| The workshop was paced just right | 9 | 10 | 3 |  |  |  |
| The information in the workshop will help my future work in working | 8 | 10 | 4 |  |  |  |
| The workshop was well organised and coordinated | 14 | 6 | 2 |  |  |  |

**Comments by participants**

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| --- |
| What part of the workshop did you find most useful?   * work on competencies * active work of groups * exchange of experiences and opinions, multisectoral approach * discussions on key competences * working on indicators in a group * group work * work in focus groups * work in an outcome team * working groups * I find the whole seminar useful * group work and exchange of views * the most productive part was working as part of his group * Working in groups - on key competencies * Working in groups * Session 2 - Developing Outcomes Through Working Groups |
| What part of the workshop did you find least useful?   * introductory part of the seminar * I can't decide, I think all the parts are useful * work on competencies * introductory presentations * I find everything useless * Comparing outcomes across different working groups * facilitator presentations - introductory session * Introductory * introductory; I already listened to it |
| Were there any areas of the workshop where you think more time was required?   * It takes time to develop competencies * yes, for the work of the group in general * Time to create documents * everything was useful * Insights into the performance of other groups * Yes, developing competencies * introductory part * exchanges between groups * we were able to complete the task within the group, but not to exchange ideas with other groups (this took time) * Practical work |
| Were there any areas of the workshop where you think less time was required?   * Introductory part * No * Yes * No! |
| Please write any outstanding questions below   * They are gone * We are awaiting notification of a new seminar * Good, working atmosphere with a lot of engagement of all participants |
| Any other comments   * None * Overall, the seminar was a success in my opinion, but I think it will be necessary to refine |

The Report written by: Maja Jukić, key expert for teacher training