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# Indicators and protocol for monitoring of

# key competence integration into learning

# (at the school level)

Version 3: After the workshop and Project team meeting

**Project ''Integration of Key Competences in the Education System of Montenegro''**

Co-financed by the EU and the Government of Montenegro, and implemented by the EPRD Consortium

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**Foreword**

This document was created within the Project "Integration of Key Competences in the Education System of Montenegro" co-financed by the European Union and the Government of Montenegro through the IPA 2 EU-Montenegro Program for Employment, Education and Social Welfare. The project is biennial and has been implemented since 31 August 2019 to 30 August 2021 in order to improve the provision of quality primary and secondary education and support for initial teacher education, continuous professional development of teachers and quality assurance at primary, secondary and higher education levels.

The aim of the document is to create a tool for monitoring the integration of key competences in school learning, which will be used in the external evaluation of the work of primary and secondary schools by the supervisors of the Bureau for Education Services of Montenegro and members of the committees of the Centre for Vocational Education. On the other hand, the document should also serve the schools as a guideline in planning teaching and extracurricular activities.

The Montenegrin Key Competence Framework Programme has already been developed through the Project, which has identified eight key competences by defining them with definitions and outcomes of key competences for educational levels. Indicators for monitoring the integration of key competences in primary and secondary schools naturally rely on the Framework Programme, as a tool for supervisors and quality assurance advisers.

The indicators were developed by supervisors from the Bureau of Education Services, officers of the Centre for Vocational Education and representatives of selected schools with significant experience in insuring quality in education. The intention is to integrate the identified indicators into the new methodology for external evaluation of primary and secondary schools, which is under development.

**PROTOCOL FOR MONITORING INTEGRATION OF KEY COMPETENCES IN SCHOOL LEARNING**

| **A. TEACHING AND LEARNING (SUBJECTS AND CROSS-CURRICULAR TOPICS)** | | | | |
| --- | --- | --- | --- | --- |
| **Indicators** | | **YES/NO** | **Sources of verification** | **Comments** |
| **Indicator A1: Key competences are integrated into the subject class planning** | | | |  |
| **A1.1.** | The outcomes of key competences are integrated into the teacher's work plans |  | * Annual teacher work plan * Plan of outcome realization |
| **A1.2.** | The planning of subject class envisages content, teaching methods, forms and tools that develop the key competencies of students (experiments, practical experience, group and team work, student project, research, etc.) |  | * Class preparations |
| **A1.3.** | The focus of the class planning is on student activities |  | * Class preparations |
| **Indicator A.2.: Realization of subject class in which key competences are integrated** | | | |
| **A2.1.** | The realization of subject teaching integrates educational / learning outcomes and outcomes of key competences |  | * Class preparations * Conversation with teacher * Students' works * Class visits |
| **A2.2.** | The teacher provides an adequate environment for learning and developing key competencies |  | * Class preparations * Conversation with teacher and students * Class visits |
| **Indicator A.3. The school plans cross-curriculum and school projects that develop key competencies** | | | |
| **A3.1.** | At least one student's / team project planned for the school year through a cross-curricular relationship that develops key competencies |  | * Plan of students' project * Minutes from subject team meetings |
| **Indicator A.4. At the school, cross-curricula teaching and school projects are implemented with the aim to develop key competences** | | | |
| **A4.1.** | At least one student's / team project has been implemented through a cross-curricular link that develops key competencies |  | * Project realization report * Conversation with teachers * Conversation with students * Other supporting documentation (clips, photos, recordings ...) |
| **A4.2.** | At least one thematic day through cross-curricular interconnection focused on achieving outcomes of key competences \*  \*Note: add through A 3.2 |  | * Thematic Day Realization Report * Minutes from subject team meetings * Conversation with teachers * Conversation with students * Other supporting documentation (clips, photos, recordings ...) |

| **B. EXTRA-CURRICULAR ACTIVITIES** | | | | |
| --- | --- | --- | --- | --- |
| **Indicators** | | **YES/NO** | **Sources of verification** | **Comments** |
| **Indicator B. 1. There is transparency in the curriculum of extracurricular activities aimed at the development of key competences and the ability to choose these activities** | | | |  |
| **B1.1.** | All students are familiar with extracurricular programs that focus on developing core competencies |  | * Annual school work program * Ads, notifications * Website * (Work Program of Classroom Community) * (Hour Records of Classroom Community) * Program of individual extracurricular activities * Student Survey |
| **B1.2.** | Students are involved in planning extracurricular activities, contributing ideas, activities, results, and the like |  | * Students' suggestions * Conversation with students * Minutes of the Student Parliament |
| **B1.3.** | Key competences are also realized through extracurricular activities |  | * Conversation with students * Minutes of meetings and activities held * School chronicle, competition awards, student works, student achievements, exhibitions ... |
| **B1.4.** | Parents provide support for extracurricular activities |  | * Minutes of meetings and activities held * Minutes of parent meetings, and of the Parents' Council * Parents' surveys |
| **Indicator B. 2. The school is in partnership with the local community and other partners with whom it plans and implements extracurricular activities** | | | |
| **B2.1.** | The school plans extracurricular activities in collaboration with partners that are directed to students' needs |  | * Plan of extracurricular activities |
| **B2.2.** | Adequate media and other support are provided for the extra-curricular activities of students |  | * Paper local media * Web page * Videos * School yearbook |
| **B2.3.** | Students have an equal role in the planning and implementation of extracurricular activities |  | * Insights into planned and completed tasks * Conversation with students |
| **B2.4.** | Extracurricular activities also involve students' parents |  | * Insight into minutes * Conversation with students and parents |
| **B2.5** | A plan and programme for the realization of a school partnership with companies / organizations in the environment have been developed incl. goals, tasks and activities |  | * Annual school partnership plan and programme * Cooperation Agreement / Memorandum of Understanding * Minutes of meetings with partners |  |
| **B2.6.** | The school ensures the monitoring of the accomplished activities of the school partnerships, an analysis of the results achieved |  | * Reports * Minutes * Analyses |  |

| **C.SCHOOL ADMINISTRATION** | | | | |
| --- | --- | --- | --- | --- |
| **Indicators** | | **YES/NO** | **Sources of verification** | **Comments** |
| **Indicator C. 1. Development of key competences is integrated in relevant school documents (or annexes)** | | | |  |
| **C1.1.** | The school development programme and the annual school work plan define the commitment and goals aimed at integrating key competencies |  | * School development programme * Annual school work programme * School-level professional development plan / teacher professional development plan |
| **C1.2.** | The corresponding school document provides for the creation of a school partnership |  | * Annual school work programme * School development programme * Internal evaluation plan |
| **C1.3.** | The plan of work of the professional asset envisages thematic teaching, project teaching, subject teaching which focuses on the outcomes of key competences |  |  |
| **Indicator C.2. The school provides documentation of teaching, extracurricular activities and collects examples of good practice** | | | |
| **C2.1.** | Activities to develop students' core competencies are continuously documented and stored in a good practice example |  | * Examples of good practice - database (electronic and hard copy) |