



# Key Competencies

## New Zealand National Curriculum (2008)

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As New Zealand schools look towards implementation of the Key Competencies there is the growing realisation that because each Competency is a complex composition of skills, attitudes, values, and understandings they are extremely difficult to assess. One approach to solving this issue is to identify the skills, attitudes/values and understandings explicit in each competency. Once this has been done the school needs to decide which aspects will be assessed.

### Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. The competency includes the ability to **listen actively**, **recognise different points of view**, **negotiate**, and **share ideas**. Students who relate well to others are likely to be **open to new learning** and **able to take different roles in different situations**. They know **when it is appropriate to compete** and **when it is appropriate to co-operate**. By **working effectively together**, they can come up with new approaches, ideas and ways of thinking

### Key Understandings: ■

They know when it is appropriate to compete and when it is appropriate to co-operate.

### Attitudes and Values: ■

They are open to new learning

### Key Skills: ■

They listen actively,  
They can recognise different points of view,  
They can negotiate and share ideas.  
They are able to take different roles in different situations  
They work effectively together  
They can come up with new approaches, ideas and ways of thinking

### Managing self

Managing self is associated with **self-motivation**, a **"can-do" attitude**, and with students **seeing themselves as capable learners**. It is integral to **self assessment**. Students who manage themselves are **enterprising**, **resourceful**, **reliable**, and **resilient**. They establish **personal goals**, **make plans**, **manage projects** and **set high standards**. They **have strategies for meeting challenges**. They **know when to lead**, **when to follow** and **when and how to act independently**

### Key Understandings: ■

They see themselves as capable learners.  
They know when to lead,  
They know when to follow  
They know when and how to act independently

### Attitudes and Values: ■

They are self-motivated,  
They have a "can-do" attitude,  
They are enterprising, resourceful, reliable, and resilient.  
motivation,

### Key Skills: ■

They set personal goals,  
They make plans,  
They manage projects  
They set high standards.  
They have strategies for meeting challenges.  
They self assess

## Participating and contributing

Participating and contributing is about participating actively in communities. Communities include family, whanau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global.

The competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts.

They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments.

## Key Understandings: ■

They will understand the importance of balancing rights, roles, and responsibilities

They will understand about contributing to the quality and sustainability of social, cultural, physical, and economic environments.

## Attitudes and Values: ■

They will have a sense of belonging

They will have the confidence to participate within new contexts

## Key Skills: ■

They can contribute appropriately as a group member

They can make connections to others

They can create opportunities for others in the group

## Thinking

Thinking is about using creative, critical, metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge.

Intellectual curiosity is at the heart of this competency. Students who are competent thinkers and problem-solvers actively seek use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

## Attitudes and Values: ■

They have intellectual curiosity

## Key Understandings: ■

## Key Skills: ■

They use creative, critical, metacognitive processes to make sense of information, experiences, and ideas.

They apply processes to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge

They actively seek use, and create knowledge.

They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

## Using language, symbols and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.

Students who are competent users of language, symbols and text can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language and symbol and text affect people's understanding and the ways in which they respond to communications. They confidently use ICT (including where appropriate, assistive technologies) to access and provide information and to communicate with others.

## Attitudes and Values: ■

### Key Understandings: ■

They can recognise how choices of language, symbols and text affect people's understanding and the ways in which they respond to communications

### Key Skills: ■

They can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts

They can use ICT confidently to access and provide information and to communicate with others.

A number of schools have settled on the following approach to implement meaningful and useful assessment developed from the competencies.

### Go deeper:

Probe deeper into the competency and identify any further essential understandings, attitudes and skills that may not be specifically mentioned in the competency

**Explore the Learning areas:** Extract a set of key understandings, attitudes and skills from each learning area.

### Prioritise:

From the resulting set of understandings, attitudes and skills define what the school sees as being core for its pupils.

### During each year teachers will:

- use curriculum contexts to expose students deeply to a range of key understandings and attitudes drawn from the competencies and curriculum areas
- Facilitate the students to self reflect, assess and share their development in attitudes, values. and understandings
- work with and assess pupils against a group of skills, identified as core or foundational, drawn from the competencies and the curriculum areas.
- support students to reflect on their attitudes values and understandings.

This, is proving to be a workable approach and assists schools in meeting the curriculum requirements in terms of key competencies, learning areas, values, attitudes, strands and achievement objectives.