Project **Integration of key competencies in the education system of Montenegro**

co-financed by the EU and the Government of Montenegro

Number: 145 – II

Place and date: Podgorica, 02. September 2020.

**REPORT ON REALIZATION ON TRAINING PROGRAM**

**Program title:** KEY COMPETENCES– teaching through curricula, assessment and evaluation at the level of the institution[[1]](#footnote-1)

**Date of the training:** 2. September 2020

**Place of the training:** Hotel Podgorica, Podgorica

**Trainers:** Maja Jukić, Rajko Kosović

1. **General information and review of the implementation of training**

A total of **25 members** of school teams from primary schools, from the central region, were invited to the training. The only principal was invited from smaller schools (up to 50 students), two representatives from medium-sized schools, and two principals from larger schools (more than 500 students) were invited. Team members were nominated by school principals, who were recommended to nominate pedagogues or assistant principals, CPD coordinators, or experienced teachers. A total of **25 representatives** from a total of **11 elementary schools** participated in the seminar.

At the beginning of the seminar, the participants were greeted on behalf of the Bureau for Education Services by Nevena Čabrilo, Head of the Department for International Cooperation and Public Relations. In the first, introductory workshop, the Project Integration of Key Competences into the Education System of Montenegro was presented, after which the importance of key competencies, their connection with functional knowledge (and PISA testing), and the connection with changes in education caused by global changes in society were explained.

The second workshop briefly presented the EU Reference Framework for Key Competences for Lifelong Learning (2018) and the proposal of the Montenegrin Framework Program for Key Competences, after which all participants were divided into four groups to elaborate the parts of both frameworks and briefly present two key competencies. including a definition for assigned key competence, learning outcomes, and to provide information on experience with the integration of key competences in their school (preferably with an emphasis on the competences they address), and to conclude the clarity and applicability of the proposed outcomes. Representatives of the groups presented the key competencies, and in the consolidation, the trainers gave examples (teaching, through interdisciplinary and integrated teaching, extracurricular, school projects) of the integration of each of the key competencies in teaching and learning. Participants demonstrated an understanding of the concept of key competencies, and commented on the outcomes as clear, age-appropriate and achievable.

The third workshop was dedicated to quality assurance. The concept of quality assurance in education, key classifications, and a four-step model is presented. Participants in the seminar materials received the document Indicators and Protocol for Monitoring the Integration of Key Competences in School Learning (at the school level developed through the Project by the Bureau's supervisors and quality assurance advisors of the Centre for Vocational Education) and through group work (divided into two groups) discussed and recorded group conclusions regarding these indicators concerning the clarity and usability of the proposed indicators and prepared a group presentation. Indicators were presented by the groups, with the conclusion of both groups that indicators are clear and usable in self-evaluation procedures.

The fourth workshop discussed the role of principals and school management teams in primary and secondary schools in improving the implementation of education for key competencies and supporting teachers after the training. The concept of integrated training was presented, and the upcoming teacher training was explained. The focus was on activities at the school level: to agree on the concept of key competencies (what they are, what they are for), to consider methods and approaches for developing key competencies in students (interdisciplinary planning and implementation of student learning to develop key competencies, research and project teaching, extracurricular and extracurricular activities), and to develop instruments for monitoring the development and assessing the achievement of key competencies. After that, the training participants individually or in groups (for schools that had more representatives in the training) considered the activities that can be done at the school level to provide an environment for the integration of key competencies (based on the attached proposals) and began developing an action plan of activities for the Annual School Work Plan, intending to implement key competencies. In the final part of the workshop, activities by schools were briefly presented.

The workshop concluded with a detailed explanation to the participants about the task that needs to be done after the training: create (complete) an action plan for the Annual Work Plan of the school you come from in order to implement key competencies, and submit it to the training organizer within 10 days.

Conclusions:

* Principals and members of school teams supported the presented concept of integrating key competencies into school learning in their schools, which was demonstrated through group and individual work and discussions during the training.
* The workshops took place in an atmosphere of cooperation and involvement of all participants in the training.
* After the training, within the set deadline, **a total of 11 action plans were received from eleven schools**, so all participants in the training developed the task they started and were given at the training. The trainers reviewed the action plans, selected the best, and provided general comments and good examples to all participants, concluding that all received papers show satisfactory achievement of learning outcomes: participants understand the value of developing key competencies at each level of education, as well as for lifelong learning; participants understand the concept of applying the learning outcomes of key competencies at ISCED levels 1 and 2, and successfully plan their integration into the school curriculum (teaching, extracurricular activities, school projects, etc.); participants develop school plans to integrate key competencies into the teaching and learning process, as well as ways to assess student achievement, and plan to use instruments to document achievements in key competencies, as well as ways to report on quality assurance of key competencies through self-evaluation.

1. **Training evaluation**

The evaluation questionnaire of the Bureau of Education Services was completed by **25 participants**. The results are shown in the following tables:

General information

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Title of the training program** | | KEY COMPETENCES - teaching through curricula, assessment and evaluation at the level of the institution | | | | | | | | | |
| **Date** | | | 2 September 2020 | | | **Place** | | | Hotel Podgorica | | |
| **Profession of participants, class or subject teaching** | | | | | |  | | | | | |
| **Education level** | | |  | | | | | | | | |
| Sex | **male** | **female** | | **Years in eductaion** | **0-2** | **3-7** | **8-15** | **16-25** | | **26-35** | **over 35** |
| 8% | 92% | | 0% | 20% | 24% | 36% | | 20% | 0% |

**Training evaluation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Fully agree** | **Mostly agree** | **Partly agree** | **Mostly disagree** | **Fully disagree** |
| 1. | **The training met my expectations.** | 56% | 40% | 4% | 0 | 0 |
| 2. | **The acquired knowledge and skills are applicable in teaching practice.** | 56% | 40% | 4% | 0 | 0 |
| 3. | **The content/topic of the training is relevant to my practice.** | 60% | 32% | 8% | 0 | 0 |
| 4. | **At the training, we are encouraged to think, exchange ideas and experiences.** | 70% | 20% | 4% | 0 | 0 |
| 5. | **The facilitators showed a good knowledge of the training area / topic.** | 92% | 8% | 0 | 0 | 0 |
| 6. | **Facilitators demonstrated developed coaching skills.** | 88% | 12% | 0 | 0 | 0 |
| 7. | **The training was realized according to the work program.** | 88% | 8% | 4% | 0 | 0 |
| 8. | **Working conditions were at a satisfactory level.** | 76% | 24% | 0 | 0 | 0 |
| **I intend to apply in my work**   * Most of what is presented; * Yes; * Yes; * To develop and support the development of key competences of students and colleagues; * Yes; * To create an environment conducive to an environment of key competences; To support teachers; * Greater support of teachers in the development of their competences and qualitative monitoring of personal work; * Off course; * Yes; * Everything I learned | | | | | | |
| **Additional comments, suggestions**   * Maja is great. She holds attention, knows the area and topic of training well, gives personal examples; * You were wonderful. Kudos to the team of great professionals. Just keep going! | | | | | | |
| **Topics you suggest for the next training**   * The motivation of teachers to develop key competencies * Something about professional development at the school level | | | | | | |

**Annexes**

1. Training work program (agenda)

2. List of participants - photocopy of original signatures

3. List of participants - typed list

4. Records of reports on realized professional development activities after the training

5. Questionnaires for participants in professional development programs

6. Certificates of attended professional development program

**Training organizer**

**Boris Ćurković, team leader** of the Project Integration of key competences into the education system of Montenegro

**KEY COMPETENCES –**

**teaching through curricula, assessment and evaluation at the level of the institution**

Training for principals and school teams

Hotel Podgorica - Podgorica

02. September 2020

**Training agenda**

1. **Participants:** Principals of primary educational institutions (schools)
2. **Training goal:**

The general objective of the program: A better understanding of the importance, application and integration of key competences defined by the EU, through curricula at all levels of lifelong learning.

Specific objectives of the program:

* Introducing participants to the European and Montenegrin framework for key competencies, as well as project activities
* Introducing participants to the role of school management in the process of developing key competencies
* Motivating school administrations to create an environment conducive to the improvement of key competencies
* Conducting monitoring and evaluation of the implementation of the improvement of key competencies
* Development of school plans for achieving key competencies

1. **Training outcomes**

After completing the training and after implementing what was learned, the participants will be able to:

* Plan activities for education for key competencies (annual work plan, self-evaluation plan for key competencies, plan for strengthening key competencies in teaching and extracurricular activities)
* Support the implementation of the Montenegrin framework for key competencies in the process of planning and conducting classes at the school level
* Support and organize the development of learning strategies and teaching methods for education for key competencies at the school level
* Use instruments for documenting achievements in key competencies, as well as ways of reporting on quality assurance of achieved key competencies through self-evaluation of the institution
* Give examples of good practice how each of the key competencies can be applied in school subjects/modules in a particular school

1. **Experts who will support the training**
2. **Maja Jukic,** key expert for teacher training
3. **Rajko Kosović**, non-key expert for student assessment mechanisms in quality assurance

**Logistical support:**

**Marija Nikčević**, Office Manager of the Project

e-mail: [m.nikcevic@EPRD.pl](mailto:m.nikcevic@EPRD.pl), landline: 020 408 937, mobile: 067 01 07 05

**Agenda**

**Wednesday, 02. September 2020**

09:00 – 10:30 **Workshop 1**

**Introduction: Introduction to the EU funded project: Integration of key competencies into the education system of Montenegro**

Presentation of the concept of key competencies, recommendations of the EU Council on key competencies for lifelong learning and implementation ideas in Montenegro, presentation of training for teachers within the Project and the role of principals and school management teams to support trained teachers in planning and implementing education for key competencies

10:30 – 11:00 Coffee break

11:00 – 12:30 **Workshop 2**

**Montenegrin key competences framework**

Presentation of eight key competences, their definitions in the EU and the Montenegrin framework of key competences, learning outcomes for ISCED levels 1 and 2 (primary school)

12:30 – 13:30 Lunch

13:30 – 15:00 **Workshop 3**

**Quality Assurance within the framework of key competencies and teaching through which they are developed**

Presentation of Indicators and protocol for monitoring the integration of key competencies in school learning (at the school level)

15:00 – 15:30 Coffee break

15:30 – 17:00 **Workshop 4**

**Integration of key competencies into school learning**

Development of the school environment and support for the introduction of education for key competencies in the teaching of individual and more integrated subjects and extracurricular activities

**Conclusions, review of the day and work plan after the training**

\* \* \*

**LIST OF TRAINING PARTICIPANTS**

**Program title:** KEY COMPETENCES – teaching through curricula, assessment and evaluation at the level of the institution

**Date of the training:** 2 September 2020

**Place of the training:** Hotel Podgorica, Podgorica

|  |  |  |
| --- | --- | --- |
| **No.** | **Name and surname** | **School/preschool institution and subject (profession) of the trainee** |
| 1. | Ana Peković | Primary school „Milorad Musa Burzan“ – Pg |
| 2. | Dragica Tvrdišić | Primary school „Milorad Musa Burzan“ – Pg |
| 3. | Jovanka Blagojević | Primary school „Vuk Karadžić“ – Pg |
| 4. | Katarina Dragutinović | Primary school „Vuk Karadžić“ – Pg |
| 5. | Katarina Vučinić Marković | Primary school „Vuk Karadžić“ – Pg |
| 6. | Gordana Klikovac | Primary school „Branko Božović“ – Pg / Classroom teacher |
| 7. | Vera Adžić | Primary school „Branko Božović“ – Pg / Chemistry teacher |
| 8. | Gordana Zeković | Primary school „Radojica Perović“ – Pg / Montenegrin language teacher |
| 9. | Ljiljana Đukanović | Primary school „Radojica Perović“ – Pg / English teacher |
| 10. | Mirjana Bošković | Primary school „Radojica Perović“ – Pg / Math teacher |
| 11. | Snežana Irić | Primary school „Maksim Gorki“ – Pg / Math teacher |
| 12. | Ana Vučinić | Primary school „Maksim Gorki“ – Pg / Classroom teacher |
| 13. | Sanja Jovović | Primary school „Maksim Gorki“ – Pg / Montenegrin language teacher |
| 14. | Lidija Vulikić | Primary school „Marko Miljanov“ – Pg |
| 15. | Alvina Kuč | Primary school „Marko Miljanov“ – Pg |
| 16. | Sonja Raosavljević | Primary school „Vojin Popović“ – Pg |
| 17. | Milica Stanković | Primary school „Branko Božović“ – Pg / Montenegrin language teacher |
| 18. | Anisa Adrović | Primary school „21. maj“ – Pg / Montenegrin language teacher |
| 19. | Itana Kovačević | Primary school „21. maj“ – Pg / Psycologist |
| 20. | Zdenka Mišković | Primary school „21. maj“ – Pg / Principal |
| 21. | Duška Blečić | Primary school „Vladimir Nazor“ – Pg / Pedagouge |
| 22. | Milena Dulović | Primary school „Vladimir Nazor“ – Pg / Montenegrin language teacher |
| 23. | Saša Rabrenović | Primary school „Vladimir Nazor“ – Pg / Montenegrin language teacher |
| 24. | Milica Pušonjić | Primary school „Savo Pejanović“ – Pg / Psychologist |
| 25. | Biljana Popović | Primary school „Savo Pejanović“ – Pg / Principal |

1. The training program is listed in the Training Program Catalog for 2019/2020 and 2020/2021 school year of the Bureau of Education Services under number 143, II. Priority area - Active teaching and learning methods [↑](#footnote-ref-1)