A COMPETENCY BASED CURRICULUM FOR PRIMARY EDUCATION

OVERVIEW
Decree that issues the statutory framework for primary education

A DECREE OF SOCIAL COMPROMISE
• A curriculum for all children.
• A curriculum that incorporates tradition and pedagogical innovation.
• A curriculum that gathers outstanding projects and educational practices from schools.
• A curriculum that focuses on a competency based methodology and assessment.
• A curriculum that links with pre-primary education and with secondary education.

A DECREE BASED ON
• The European Union guidelines.
• Statute of Autonomy of Catalonia.
• The Catalan Educational Law.
• L’Ofensiva de país a favor de l’èxit escolar: Pla per a la reducció del fracàs escolar a Catalunya 2012-2018 (A political initiative to improve the schools’ success rates across the Catalan territory and to reduce early school-leaving rates 2012-2018).
• The regulatory law framework.

A DECREE THAT AIMS AT
• Favouring that all pupils learn more and better.
• Consolidating the competency based approach at school.
• Achieving the basic competencies by pupils.
• Developing the tutorial action to contribute to the personal growth of each pupil.

A DECREE THAT KEEPS
• The organization in cycles: first, second and third.
• The coordination of teaching teams.
• Compulsory artistic education in all grades.
• The objective that pupils become independent users of the two official languages and obtain a good command of at least one foreign language at the end of compulsory secondary education.

A DECREE THAT ORGANIZES THE CURRICULUM
• In subjects grouped in domains.
• By learning objectives, defined as specific core competencies, grouped in dimensions.
• With the key contents of each dimension.
• With methodological and assessment guidelines for each domain.
• With contents and assessment criteria for each subject and for each cycle.
ARTICLES

Introduction
The statutory references of the Generalitat de Catalunya together with the European Union principles in favour of achieving success at school provide the framework for the articles.

Chapter 1
General provisions: it specifies object and scope, general principles, objectives and linguistic regulations.

Chapter 2
Curriculum: it specifies the curriculum organization and its components, the core competencies, the domains and the subjects, the Religion subject and the time allocation.

Chapter 3
Educational management: it refers to autonomy in terms of pedagogy and organization, catering for learners’ diversity, tutorials, pedagogical teams and materials.

Chapter 4
Evaluation and promotion: it refers to the evaluation and promotion of pupils, to the diagnostic evaluation and to the evaluation at the end of primary education.

Annex 1
Core competencies
Gathers the core competencies that all pupils must sufficiently have achieved at the end of compulsory education. Achieving the core competencies will enable pupils to become full active citizens and face future challenges.

1. Communicative competency: linguistic and audio-visual
2. Mathematical competency
3. Knowledge of and interaction with the natural world competency
4. Artistic and cultural competency
5. Digital competency
6. Social and civic competency
7. Learning to learn competency
8. Autonomy, personal initiative and entrepreneurship competency

Annex 2
Domains and subjects
Develops the curriculum that corresponds to domains and its subject areas.

Annex 3
Crosscurricular competency: digital domain
Identifies and develops the competencies in the digital domain that must be present in all subjects and in which all teachers must take responsibility.

Annex 4
Time allocation in Primary Education
Issues the time allocation for Primary Education which is made up of a 5,250 total teaching hours, out of which, 4,725 hours correspond to the subjects and 525 correspond to playtime.
There is a total of 560 teaching hours that schools can freely devote to extending the number of teaching hours in domains, to introduce a second foreign language... Children’s playtime is allowed 525 hours.
Elements of the curriculum

Domains
- Groups of related subject areas

Subjects
- Organization of learning contents

Each domain has

Specific core competencies
- Attainment targets for Primary Education
- Process leading to achieving the core competencies in compulsory Secondary Education and the eight key competencies

The specific core competencies are grouped in

Dimensions
- Group of related specific core competencies that belong to each domain

Dimensions include

Key contents

Methodological guidelines

Assessment guidelines

Cycle

Contents
- Grouped in blocks
  - Learning contents that contribute to achieving the competency

Assessment
- Assessment criteria that express the level to be achieved by learners
The learner, the protagonist

Subject and cycle CONTENTS

key contents

COMPETENCIES

GROUPED IN BLOCKS

What to learn?

GROUPED IN DIMENSIONS

Why learn it?

GROUPED IN DIMENSIONS

How to learn it?

How to check learning?

Formative assessment

METHODOLOGICAL GUIDELINES

ASSESSMENT GUIDELINES

ASSESSMENT CRITERIA per subject and cycle

CONTENTS

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GROUPED IN DIMENSIONS

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Why learn it?

How to learn it?

How to check learning?

key contents

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How to check learning?
| **Glossary** |
|-----------------|-------------------------------------------------|
| **Domain**      | Group of related subject areas. Each domain defines the specific competencies that the learner has to achieve at the end of Primary Education. |
| **Subject**     | Organization of learning contents. Subjects are grouped in domains according to the features that they share and to the way in which they complement each other. |
| **Core competency** | A person’s capacity to solve real problems in different contexts by integrating knowledge, practical abilities and attitudes to respond in an efficient and satisfactory way. |
| **Specific core competency in a domain** | Competency which is directly linked to a domain that contributes to achieving the eight core competencies. |
| **Contents**    | Learning contents that refer to concepts, procedures and attitudes. These contents, when properly combined and contextualised, lead learners to achieving the core competencies. They are presented in blocks. |
| **Key contents** | Contents that best contribute to developing the core competencies of each domain. |
| **Assessment criteria** | Statements that describe the degree of achievement of the attainment targets at a particular stage. They are the reference for assessment and they are specified for the end of each cycle. |
| **Dimension**   | Group of specific core competencies of each domain. The competencies are grouped according to the features that they share and to the way in which they complement each other. |
| **Assessment guidelines** | Guidelines to assess the teaching and learning process. They refer to formative assessment. |
| **Methodological guidelines** | Guidelines to design competency oriented learning activities. |
Documents for core competencies
A set of documents to identify and develop the core competencies associated to the subjects in the Primary and Secondary Education curricula.

Guidelines, materials and resources
Xtec website section addressed to Primary Education that contains regulations, guidelines materials and resources, interesting links, projects and programmes. It includes the competency based work developed by Xarxa de Competències Bàsiques (Core Competencies Net), guidelines and materials about first steps in reading, oral communication and education on social and civic values. It also offers resources to cater for diversity with SEP, suport escolar personalitzat (personalized school support).

Teacher training
Xtec website section that presents different training modalities – FIC, formació interna de centre (in-school training), SFEC-CB, Seminari de Formació d’Equips de Centres de les Competències Bàsiques (School Teams Training Seminar on Core Competencies) and Core Competencies Forum– to deepen in the core competencies. It also includes the general teacher training scheme for teachers and for specific groups.

Innovation
Xtec website section that offers support to schools and teachers through Centre de Recursos Pedagògics Específics de Suport a la Innovació i la Recerca Educativa, CESIRE, (Centre for Specific Pedagogical Resources to Support Innovation and Educational Research), which highlights the need to identify and promote good educational teaching practices and pedagogical innovation programmes as well as how to connect both school and educational research and facilitate transference to the classroom. The ARC, Aplicació de Recursos al Currículum (Curriculum-Applied Resources) gathers the didactic proposals that relate to the curriculum and the elements that exemplify how to work on the core competencies.

Inclusive school
Xtec website section that aims at further developing the concept of inclusive schools, in which pupils can participate and learn in the same school environments and obtain an appropriate response to their particular needs. The section includes guidelines and teaching resources for the school and the classroom to help provide an efficient response to pupils’ diversity.

Specific programmes
Different projects and programmes that provide appropriate competency based methodology, strategies and guidelines to be implemented at school level.