

Developing a competence-led curriculum

In *Opening minds* five categories of competences are proposed. Each category contains a number of individual competences, which are expressed in terms of what a school student could achieve having progressed through the curriculum:

Competences for Learning

Students would:

- understand how to learn, taking account of their preferred learning styles, and understand the need to, and how to, manage their own learning throughout life
- have learned, systematically, to think
- have explored and reached an understanding of their own creative talents, and how best to make use of them
- have learned to enjoy and love learning for its own sake and as part of understanding themselves
- have achieved high standards in literacy, numeracy, and spatial understanding
- have achieved high standards of competence in handling information and communications technology and understand the underlying processes.

Competences for Citizenship

Students would:

- have developed an understanding of ethics and values, how personal behaviour should be informed by these, and how to contribute to society
- understand how society, government and business work, and the importance of active citizenship
- understand cultural and community diversity, in both national and global contexts, and why these should be respected and valued
- understand the social implications of technology
- have developed an understanding of how to manage aspects of their own lives, and the techniques they might use to do so – including managing their financial affairs

Competences for Relating to People

Students would:

- understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done
- understand how to operate in teams, and their own capacities for filling different team roles
- understand how to develop other people, whether as peer or teacher
- have developed a range of techniques for communicating by different means, and understand how and when to use them

- have developed competence in managing personal and emotional relationships
- understand, and be able to use, varying means of managing stress and conflict.

Competences for Managing Situations

Students would:

- understand the importance of managing their own time, and have developed preferred techniques for doing so
- understand what is meant by managing change, and have developed a range of techniques for use in varying situations
- understand the importance both of celebrating success and managing disappointment, and ways of handling these
- understand what is meant by being entrepreneurial and initiative-taking, and how to develop capacities for these
- understand how to manage risk and uncertainty, the wide range of contexts in which these will be encountered, and techniques for managing them

Competences for Managing Information

Students would:

- have developed a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it
 - understand the importance of reflecting and applying critical judgement, and have learned how to do so
-