

### **3. EXPECTED LEVELS OF STUDENTS' COMPETENCE**

**(K. Koźbiał)**

Our curriculum suggestions are diversified with regard to the contribution that each partner has made to the programme. Still, it should be assumed that after completing the programme of study, students should:

- be acquainted with, and be able to use freely terms related to the art history, culture and philosophy of the Antiquity, Renaissance, Baroque, Enlightenment and so-called European integration in the post-1945 period;
- be able to obtain information that broadens their knowledge;
- perceive historical influences from different periods on the present-day European culture (broadly interpreted);
- be able to assess the influence of cultures other than the European one on Europe;
- be able to take into account the diversity of European culture;
- be able to behave responsibly when faced with a problematic situation connected with a specific conflict;
- perceive elements of the common European cultural heritage;
- develop their ability to interpret various historical sources;
- be able to solve conflicts resulting from various causes;
- be able to empathise with people involved in conflicts;
- be able to perceive the influences of various political systems on the rules of governing in today's Europe;
- be able to draw conclusions from the social and political history of Europe;
- be able to skillfully use educational games simulating conflict situations;
- become people who are tolerant towards others, using the historical experience of the societies of the Old Continent;
- be able to take decisions taking into account other people's needs;
- be able to compare the historical processes on the European continent, focusing on the common elements;
- be able to classify events based on the category (political, economic, cultural etc.);
- fight against racist and intolerant forms of behaviour, thus preventing such behaviour;
- be acquainted with the rules governing democratic societies;
- be active participants in the social and political life of their societies;
- display assertiveness in their behaviour.

### **3.1. Article:**

## **PROPOSALS FOR A EUROPEAN RECORD OF ACHIEVEMENT FOR USE WHEN MOVING SCHOOL**

**(John Sayer)**

What follows is the result of opportunities to share experience and insights across the four countries and in the European Schools.

### **Introduction**

An agreed Record of Achievement (RoA) is most obviously essential when learners move from one school or stage of education to another, and especially when moving between countries and across national systems. However, this approach is valuable for all: it motivates pupils to take a measure of responsibility for their progress; it helps schools to communicate effectively; it ensures there is shared agreed knowledge of curricular background and future needs, involving pupils, parents, teachers and others involved in the community; and a negotiated record of achievement acknowledges what has been learnt in the school's informal curriculum and in extra-curricular activities as well as the formal programme. A record of achievement implies positive statements, both of what has been achieved and what is to be aimed for. The record of achievement is a curricular instrument to ensure that individual learners are involved in individual learning programmes, within the broad framework of curricular entitlement for all. It is suggested that a European Record of Achievement (ERoA) should be introduced, building on experience and good practice in local initiatives, and should be an annual review for all pupils, completed in perhaps two stages, and not just for those about to transfer from one school or stage of education to another. However, for those moving across national systems in Europe, this enhanced RoA will be particularly valuable.

Curriculum is not only the teaching programme, planned content and teaching methods adopted, but is literally the race run by learners – what knowledge, skills and attitudes they have adopted from the programme, what they have learnt and how well they have learnt it. According to their stage of development, learners take responsibility for their actions and achievements; this is an essential part of their learning as citizens in a democratic society. They play an increasingly important part in identifying what they have achieved, in negotiating with teachers and parents how well they are progressing, in identifying future learning needs, in agreeing targets at each stage, and in recording this process. Curriculum, moreover, is not just collective; within a broad framework of

rights to access and educational opportunity, good practice involves individualisation and individual learning programmes.

As was agreed by the EC Council of Ministers in 1985 (Recommendation R (85) 7, app.):

4.1. Democracy is best learnt in a democratic setting where participation is encouraged, where views can be expressed openly and discussed, where there is freedom of expression for pupils and teachers, and where there is fairness and justice. An appropriate climate is, therefore, an essential component to effective learning about human rights.

4.2. Schools should encourage participation in their activities by parents and other members of the community.

Schools and teachers should attempt to be positive about all their pupils, and recognize that all their achievements are important – whether they be academic, artistic, musical, sporting or practical.

### **Backgrounds to Records of achievement**

#### **Each country has its own national and local backgrounds.**

In England and Wales, for example, records of achievement were introduced across some local authorities (e.g. Swindon) from the 1960s, to add to individual school report and record systems. A movement for national adoption (See Burgess & Adams, 1980) led the national government at last to recognise in its weak but positive response of 1984 (*Records of Achievement, a Statement of Policy*):

*There is considerable variety in the nature of the records, and the processes involved in compiling them. The main feature which they all have in common is that they set out to record achievements or experiences of young people, or assessments of their personal qualities, which go beyond examination results.*

*Some schools value them chiefly for the contribution which they can make to a pupil's personal development. Particular importance is attached in this connection to the internal processes of compiling records and the discussions which take place on them between teacher and pupil. Others see the main purpose as being to provide pupils with a document which supplements information about examination results with information about other achievements or experiences – a document which they can take with them when they leave school and show to potential employers or.....education establishments. Others, again, attach importance to both aspects.*

The government echoed the belief that there should be four main purposes:

Recognition of achievement  
Motivation and personal development  
Curriculum and organisation  
A document of record.

Unfortunately, the national Department of Education was unwilling to give financial backing to local initiatives, despite the support of the Department of Employment. It was the latter which adopted and at first funded a national scheme for school leavers in the 1990s, leaving the education process in earlier years to local discretion.

**In Flanders, the government has set up a special service, the Department for Educational Development, to formulate the different types of objectives that pupils may be expected to achieve during their schooling. These objectives apply to a minimum set of knowledge, skills and attitudes needed for the next stage of education or for professional training, and for social functioning. They may be subject-based or cross-curricular. Objectives related to knowledge and skills are expected to be achieved; objectives related to attitudes must be aimed for.**

**Such objectives have so far been formulated in Flanders for primary education and part of early secondary education, and have to date been developed based on study profiles in several branches of study in general secondary education, though not yet given a legal framework. Schools have for many years been under great pressure to incorporate into the curriculum such cross-curricular themes as education for consumers, health, environment, road safety, leisure, globalisation or citizenship, and the intention of the government is to delimit such social demands in a basic package of themes which schools should be expected to provide.**

Whilst not intended primarily for communication across schools or systems, these moves may be seen also as groundwork for an agreed framework for profiles or records of achievement, which could be related to parallel developments in other European countries and therefore used to facilitate school transfer for mobile families.

In the European Schools, a *carte scolaire* has been developed at primary school level (years 1 to 5) to ensure a common approach to assessment of pupil learning, and as a dossier of evidence on transfer either between levels of the same school, or, for families in transition, from one school to another. For each year, there are reports on such cross-curricular competences as attitudes to work, and attitudes to others. In each subject area, there are assessments of specific skills, knowledge and understanding. The first report in the year is verbal, at teacher-parent meetings in the first few weeks and at

individual meetings with parents in November; the second in February and the third at the end of the year are written. Under each of these headings, there are teacher comments halfway through the year, and at the end of the year. These assessments are brought together in a conclusive report, signed by the class teacher and deputy head, and signed by the parent or guardian. The overall assessment in first language, mathematics, second language and environmental studies leads to a teachers' conference at which it is decided whether the pupil should move on to the next year.

The advantage of the *carnet*, at least within the existing European Schools, is that everyone knows what to expect and how to contribute and comment fairly and consistently. At the secondary stage, the common curriculum framework, leading to a common European Baccalaureate contributes further to this consistency and therefore to confidence for pupils and families moving from one school to another. The involvement of pupils in this process derives more from the democratic ethos of school relationships as a whole than from a systematic formal input from pupils.

In Italy, there are new developments in this field, including the recommendations of a Government Commission which will contribute to consistent good practice.

Arrangements in Poland for pupil-assessment are set out in the booklet '*Opening Windows to Europe – and a Door to Poland*', published by this project.

## Questions

It may be thought that there will be differences of degree according to the age of pupils. At what age is a pupil able to discuss progress, to identify strengths and weaknesses, to understand what will be useful next steps, to articulate priorities, to recognise achievements in relation to others? These are matters of judgement, but the evidence of local schemes is that in an unthreatening context children are much more aware than formal testing systems can give credit for; and that the time and opportunity to share these questions motivates and strengthens self-analysis and self-awareness. It is probably the style and method of compiling rather than the coverage which has to vary according to age.

Similar questions arise for pupils with special educational needs, and here again it is the approach to compiling a record and the degree of support and encouragement which will vary. Experience shows a very high degree of motivation and sense of achievement when the scheme is applied to children with learning difficulties, whom standard tests and examinations may demoralize and demotivate. It also shows that children with behavioural difficulties in school may be able to recognise and articulate positive achievements at home and in the community, and appreciate that these are valued by schools also.

It may be argued that this wider approach to educational achievement and personal development is a very time-consuming activity for pupils and for teachers, and puts great strains on systems already under pressure to achieve positive results in formal examinations. This is true. Any approach based on individual negotiation puts pressure on a school system based on large learning groups. However, examination achievements can be improved by negotiated learning. The question does also arise whether a negotiated record of real quality and credibility could replace some formal examinations and be of more benefit both as a record and as an indication of future progress.

As a means of communication, the record of achievement depends on confidence not just among those compiling the record but those who receive it. This is why local schemes, although highly successful educationally, are not enough for transfer to new stages of education, training or employment unless and until they are understood and supported by those new stages, and accredited from outside. Accreditation by the European Commission or an agency on its behalf would be necessary.

So the ERoA should be designed to:

1. be an integral part of the teaching and learning process and organisation of a school;
2. be a tool for increasing autonomy in young people's learning, development and progress;
3. promote personal, social, academic development of individual learners;
4. be a framework for planning and recording individual learning programmes;  
record the setting of realistic goals through a process of structured review;  
give a structure for individual action planning;  
enhance the self-esteem of all learners, and thereby promote equal opportunities;  
provide feedback to teachers to inform future curriculum planning;  
be a framework to record an individual's core skills across the curriculum;  
communicate clear evidence of a learner's overall achievements in context;  
assure effective transition and continuity through stages of education and beyond;  
ensure two-way communication between school and parents;  
show evidence of monitoring and evaluation in and beyond the school.

### **Format**

A format recognised across Europe would give confidence to schools, to parents and to learners. The Record will be well produced, and is likely to have been word-

processed, as much as possible by the learner, depending on maturity. Examples of the pupil's own handwriting should also appear. The folder will allow for inclusion of work examples, awards, and other evidence as chosen by the pupil, in addition to the sections below.

The ERoA will include as far as possible seven sections as below. For pupils of primary school age, 1 and 3 will be modified according to age and maturity, and examples of work may feature in 4 and 5. The European Schools *carnet scolaire* will be one valuable example for use for children of primary school age. For those of secondary age all sections 1 – 6 below should be expected to involve the pupil:

1. a record of the courses of study completed during the year by the learner, and of results, certificates, or awards gained.
2. a record of community and citizenship experience, and comments from outside school.
3. a written overall statement initiated by the learner, discussed with the responsible teacher (class teacher, tutor, etc. according to the school system), and signed by both. This statement gives the opportunity for the learner to reflect on what has been and will be most important in learning and personal development, and to record thoughts and feelings around the facts.
4. a written statement by the teacher/tutor on behalf of the school, recording recognition of positive achievements and ideas for future development. This will also have been discussed with the learner, and signed by both.
5. a statement agreed by learner and teacher/tutor on targets for the next year in school.
6. acknowledgement by the parent with opportunity to comment or follow up.
7. short description of school, address for communications, and formal validation and accreditation by a body recognised externally.

The European Record of Achievement will help ensure that information is shared openly, that judgements about future courses and future needs are fair to all. It may in the longer term involve schools in mutual recognition of achievements across national systems, and be seen to foreshadow the European Credit Transfer System for higher education or EU Certificates of Experience for employment. Initially, it is more modestly proposed as a practical instrument to help ensure that learners moving across systems are not disadvantaged but can benefit from the wider educational experience.

### **Suggestions, examples or guidelines for use of European Record of Achievement**

1. a record of the courses of study completed during the year by the learner, and of results, certificates, or awards gained.

Summary of courses and other information

Subject or Curricular Area Reports

Guidance to Teachers

Please complete the record in clear language and complete sentences.

Course descriptions and headings can be completed in advance.

Summary record 1a can be completed in advance.

Achievement and advice sections should cover such aspects and skills as:

Ability to think logically knowledge	Breadth of reading and
Originality and independence of thought	Capacity for sustained effort
Ability to handle abstract concepts	Reliability
Practical skills	Presentation skills
Powers of expression in writing and speaking	Motivation
Accuracy	Self-reliance
Ability to gather, retain and use information	Ability to work with others
Problem-solving ability	Organisational skills

Advice for next stage should cover areas for improvement, and for those changing school but expected to return within a year, a statement of curricular needs.

According to maturity, pupils should be involved as closely as possible in review of progress, and encouraged to add to the subject report.

This statement will be included in the Record of Achievement, a copy will be retained in the school file, and for those changing school a copy will be sent to the future school.

## **2. Record of community & citizenship experience, & comments from outside school**

*Guidance to teacher/ tutors, community leaders and pupils.*

This is a negotiated document, which will be valuable as pupils move through years or stages of schooling, and may also grow into an agreed character reference for post-school education and employment.

The class teacher or tutor will ensure that completion of this record is preceded by adequate discussion, through which young people can be encouraged to value service to the school and outside community, and to realise the value placed by the school upon social relations, service and citizenship. It is also an instrument to inform the school of valuable outside activities and experiences of which it might not otherwise be aware.

Examples of activities which may be recorded are:  
Membership of societies, clubs, teams, outside the formal curriculum, positions of responsibility and achievements, community service. These may include good achievement in quite simple duties otherwise taken for granted, especially if completed despite particular difficulties.

Qualities which will be valued may include for example, good relations with peers and supervisors, teamwork, initiative, leadership, maturity, dependability, versatility, a sense of responsibility, cooperation, determination, friendliness, sense of humour, tolerance and respect for others.

Pupils should be encouraged to discuss and then record what they believe they have learnt from such activities and how they judge their contribution.

Community leaders should be invited by the school and by individual pupils to record achievement in their activities, and their comments may be attached to the EROA.

It will be particularly valuable to have this record completed by schools in other European countries to which the pupil has transferred.

Confidential information should not be included in this public document, which becomes part of the individual's EROA for presentation to future schools or outside school. A copy should be retained in the school file and another be included in transfer documents between schools.

**3. a written overall statement initiated by the learner**, discussed with the responsible teacher (class teacher, tutor, etc. according to the school system), agreed and signed by both. This statement gives the opportunity for the learner to reflect on what has been and will be most important in learning and personal development, and to record thoughts and feelings around the facts.

#### *Guidance to teachers.*

Some pupils will wish to complete a draft on their own, and then discuss it with others and with the class teacher, before producing a final copy for signature. A format

for word-processing and easy access to computers will help produce a good finished article. Others will need prompting and assistance, at school or at home. Pupils should be invited to re-consider statements which will be contradicted by the school report. As far as possible this is a statement by the pupil, and the class teacher's signature is an acknowledgement.

This statement shows what the pupil considers to have been most significant from each subject area or activity, and what general conclusions and intentions can be drawn from them. Pupils should know that the statement will be copied to the school file and used for transfer.

**4. a written statement by the teacher/ tutor on behalf of the school,** recording recognition of positive achievements and ideas for future development. This will also have been discussed with the learner, and signed by both.

This is the school's summary and balanced overview of all other evidence. The statement will be copied to the school file and used for transfer. It is likely to be the starting-point for consultation with parents.

**5. a statement agreed by learner & teacher/tutor on targets for the next year in school**

This is an individual action plan, drawing on suggestions and proposals in the other records. Discussion should ensure that targets are realistic and 'SMART' – specific, measurable, achievable, relevant and can be reached within a time-span. For the EROA, it will include a note of work to cover curriculum required on return.

The statement will be copied to the school file, and be the basis of future review.

6. acknowledgement by the parent with any comment.

This includes a list of records included, an invitation to comment, and a record of follow-up. This sheet is for the school file, and is not intended for the EROA unless the pupil wishes.

**7. short description of school, address for communications, and formal validation and accreditation by a body recognised externally.**

**EUROPEAN RECORD OF ACHIEVEMENT**

**1a. Summary of Courses**

**School:**

**Name of pupil:**

**Period recorded**

**Attendances:** (actual) ..... / (total sessions) .....

**Courses pursued (separate reports attached):**

**Other significant activities**

**Date of completion..... Signature of Teacher.....**

**Signature of Pupil.....**

**EUROPEAN RECORD OF ACHIEVEMENT**

**School:**

**Name of pupil:**

**1b. Subject or curricular area**

**Period recorded**

---

**Description of Course**

---

**Areas and Levels of Achievement & Skills**

---

**Advice for Next Stage**

---

**Pupil Self-Evaluation, Comment, Targets, Action Plan**

---

**Signed (Pupil)**

**Signed (Teacher/Tutor)**

**Date**

**EUROPEAN RECORD OF ACHIEVEMENT**

**School:**

**Name of pupil:**

**2. Personal development**

**Period recorded**

-----

**Contributions to school and community**

-----

**Achievements outside school**

-----

**Pupil Self-Evaluation**

-----

**Tutor Comments**

-----

**Signed (Pupil)**

**Signed (Teacher/Tutor)**

**Date**

**EUROPEAN RECORD OF ACHIEVEMENT**

**School:**

**Name of pupil:**

**5. Individual Action Plan**

**Start date**

**date of next review**

-----  
**Agreed action programme for improvement**

-----  
**Particular targets for next review**

-----  
**Long-term hopes and what is needed to realise them.**

-----  
**Signed (Pupil)**

**Signed (Teacher)**

**Date**



**EUROPEAN RECORD OF ACHIEVEMENT**

**School:**

**Name of pupil:**

**6. Parent / guardian communication**

**Period recorded**

---

**Documents enclosed in this updated Record**

- 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
  - 8.
- 

**Additional school observations if any**

---

**Parent / guardian observations if any**

---

**I/We have received the above record of achievement and**

**have comments as above**  
**have no additional comment**

**Signed (Parent / Guardian**

**Date**