



## Using Key Competencies to Define a School's Identity

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It has been a long time since Delors Report to UNESCO Learning: The treasure Within (1996) established the four pillars of education and long enough since the DeSeCo project produced a report which contains the definitions of key competences and the need of introducing them in the design and structure of education systems (2003). After that, the European Member States integrated these key competences into their education regulations and prompted educators to integrate them into their programmes.

This new framework has been accepted by school teachers without having clear instructions, and some of them just changed the terminology of their documentation without actually introducing any implementation in their everyday practice.

This work shows the result of a methodology already implemented in different schools that illustrates a way to integrate the key competences into the school's everyday work, to define the identity of the centre's educational project. The way of integrating the key competences, focusing on the school characteristics, and defining the particular competence model of the school taking into account the teachers objectives, shows different results in every school and gives new strength to the methodological changes required in education.

Using the competences to define the educational style of a school project it's a structured process to improve the educational objectives of a school, to improve the team cohesion and to give new ideas to develop the new needed competences demanded by the information society, PERE MARQUÉS GRAELLS (2003).

As the work presentation will show, the result of this process helps the teachers of the twenty-first century to be competent, TO BE TEACHERS OF THE TWENTY-FIRST CENTURY, AKOE (2013) reconsidering the how they assess, learn, improve and interact and it's an innovative tool to adapt the methodologies to the speed of changes that are taking place all around.