

GLOSSARY

Part-I

Module 2

Competency-based Education

Quality Principles for Competency-Based Education

Module	Term / Word	Where Introduced?	Definition	Reference
2	Adaptive / Distributive Leadership	Part 1: Purpose and Culture Design Principles	Adaptive or Distributive leadership has been central to the teaching and learning process in the school. It rejects the idea of leadership as a top-down or a bottom-up approach and recognises that leadership roles are played by different people at different times. It propagates that people in formally designated positions and those without any such designations can and do take responsibility for leading and managing in the school.	Spillane, J., Halverson, R. & Diamond, J. (2001) Investigating School Leadership Practice: a Distributed Perspective, Educational Researcher (News and Comment) (www.sesp.northwestern.edu/docs : May 2007)
2	Coaching	Part 2: Teaching and Learning Design Principles & Structure	A one-to-one conversation focused on the enhancement of learning and development through	van Nieuwerburgh, C. (Ed.) (2012). Coaching in education: Getting better results for students, educators and parents. London: Karnac.

		Design Principles	increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.	
2	Culture of Inclusivity	Part 1: Purpose and Culture Design Principles	The Framework for Action (Salamanca) defines inclusion as a reform that supports and welcomes diversity among all learners. Its aims are to eliminate social exclusion that is a consequence of responses to diversity in race, social class, ethnicity, religion, gender and ability.	https://www.eenet.org.uk/enabling-education-review/enabling-education-8/newsletter-8/8-14/
2	Culture of Learning	Part 1: Purpose and Culture Design Principles	The norms, values and expectations of teachers and learners that influence classroom relationships and activities in a particular cultural setting.	https://www.igi-global.com/dictionary/encountering-unfamiliar-educational-practices-abroad/56151

2	Higher-order skills	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Advanced cognitive skills, such as critical thinking, that go beyond the recall of factual knowledge.	https://www.igi-global.com/dictionary/higher-order-skills/50852
2	Instructional Strategies / Approaches	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.	https://education.alberta.ca/media/482311/is.pdf
2	Learning continuum / Continuum	Part 1: Purpose and Culture Design Principles	A continuum refers to the set of standards or learning targets along a span of education (for example, K-12 or performance levels 9-12). It is the set of expectations for what	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.

			students should know and be able to do. However, it does not imply that students need to learn all of the standards in a linear way or be taught them based on their age-based grade level. The student learning trajectory and research on learning progressions should inform instruction.	
2	Learning experiences	Part 2: Teaching and Learning Design Principles & Structure Design Principles	The term learning experiences is used to convey the process and activities that students engage in to learn skills and knowledge. The term refers to the package of outcomes and targets, activities, resources, assessments, and pedagogical strategies that are associated with a course, module, or unit. In the United States, this is generally referred to as curriculum.	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:INACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.
2	Learning target	Part 2: Teaching and	A learning target describes the intended	http://www.ascd.org/ASCD/pdf/siteASCD/publications/boo

		Learning Design Principles & Structure Design Principles	lesson-sized learning outcome and the nature of evidence that will determine mastery of that outcome from a student's point of view. It contains the immediate learning aims for today's lesson.	ks/learning-targets-sample-chapters.pdf
2	Metacognition	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Awareness of one's own cognitive processes, often involving a conscious attempt to control them. The tip-of-the-tongue phenomenon, in which one struggles to retrieve something that one knows one knows, provides an interesting and common example of metacognition.	https://dictionary.apa.org/metacognition
2	Performance-based assessment	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a	Chun, M. (2010, March). "Taking teaching to (performance) task: Linking pedagogical and assessment practices." Change: The Magazine of Higher Education.

			product or complete a process.	
2	Perseverance	Part 2: Teaching and Learning Design Principles & Structure Design Principles	To have perseverance is to be steadfast and determined in the pursuit of a goal.	https://www.alleydog.com/glossary/definition.php?term=Perseverance
2	Personalised Approach to Learning / Personalised Learning	Part 1: Purpose and Culture Design Principles	iNACOL defines personalised learning as “tailoring learning for each student’s strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.” Personalised learning takes into account students’ differing zones of proximal development with regards to academic and cognitive skills, as well as within the physical, emotional,	Sturgis, C. & Casey, K. (2018). Quality principles for competency-based education. Vienna, VA:iNACOL. Content in this book is licensed under a Creative Commons Attribution 4.0 International license.

			meta-cognitive, and other domains.	
2	Proficiency Standards / Learning Standards	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives—i.e., what students should have learned by the end of a course, grade level, or grade span—but they do not describe any particular teaching practice, curriculum, or assessment method (although this is a source of ongoing confusion and debate).	https://www.edglossary.org/learning-standards/
2	Self-directed learning skills	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Self-directed learning skills involve the ability to manage learning tasks without having them directed by others.	https://www.facultyfocus.com/articles/teaching-and-learning/developing-students-self-directed-learning-skills/#:~:text=Self%2Ddirected%20learning%20skills%20involve,having%20them%20directed%20by%20others.&text=They%20structured%20the%20learning%20environment,thei

				r%20course%20work%20every%20week.
2	Self regulation	Part 2: Teaching and Learning Design Principles & Structure Design Principles	Self Regulation refers to our ability to direct our behavior and control our impulses so that we meet certain standards, achieve certain goals, or reach certain ideals. Self regulation involves being able to set goals, monitoring one's behavior to ensure that it is in line with those goals, and having the willpower to persist until goals are reached.	https://www.alleydog.com/glossary/definition.php?term=Self+Regulation
2	System of assessments	Part 2: Teaching and Learning Design Principles & Structure Design Principles	A system of assessments is a range of measures and methods that yield comprehensive, valid, and vital data for a variety of purposes. Among these, a critical priority is to enable teachers to improve instruction and students to improve their learning.	https://edpolicy.stanford.edu/sites/default/files/publications/creating-systems-assessment-deeper-learning_0.pdf

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