



# Contribution of the Counselling and Personal Development Curriculum to Harnessing Future Workers' Talents

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# Status Qwo



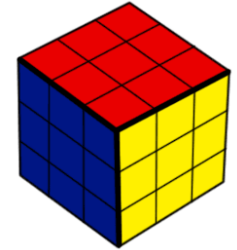
- 40% of 15 – 16 year old children are functionally illiterate (PISA 2012)
- 24% of youth are unemployed
- 17% of 15-24 years old NEETS
- 45% of children aged 0-4 live in rural areas, but only 1% of nurseries are found in rural areas
- 42% of students do not pass Bac.

# Educational Targets - Ro

- National Law on Education 1/2011, Art. 2 (1):  
*„education based on values, creativity, cognitive, volitive and action capacities”.*
- Educational ideal: „free holistic and armonious development, shaping the autonomous personality and acquiring a value system needed for personal fulfillment and development, entrepreneurship, active civic participation, social inclusion and employment”.

# Restructuring NC - Ro

student centeredness



competencies centeredness

integrated interdisciplinary approach

rethinking the time for learning

# Graduate Training Profile

## Development levels:

Basic / Intermediary / Functional / Developed

## Development areas

- cognitive & socio-emotional;
- internalisation of norms and values;
  - self-knowledge and reflection;
    - autonomy in learning;
    - creativity

# New Education Plan for Gymnasium

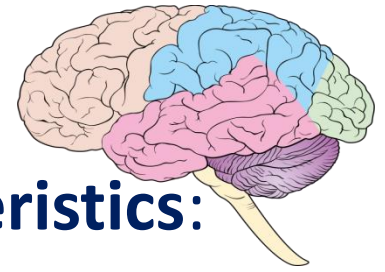
OMENCS 3590 5 April 2016



- New subjects in the core curriculum
  - Counselling and Personal Development
  - ICT and Programming

Where to start?

# CPD Evidence Base



## Socio-emotional learning programmes characteristics:

- emotional Intelligence lessons
  - self-awareness
  - personal management
  - empathy
  - understanding the bigger picture
  - cooperation
- implemented during all school years
- address the whole school environment
- developmental psychology sensitive
  - invariably improve the school performance

# CPD Evidence Base

## **39 indicators of success SEL programmes**

- well planned,
- evidence based
- meaningful activities
- socio-emotional dimensions of learning
- holist approach
- involves family and the local community
- assessment, ongoing improvement and dissemination of results



# CPD Evidence Base



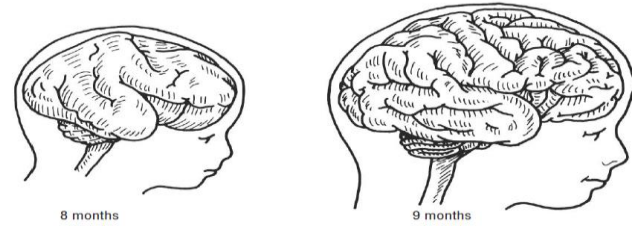
## **Brain compatible learning**

- positive / relevant experience, gradually
- feels easy, yet challenging
- results in long-term acquisition
- produces emotions
- provides contextual coherence
- teaches to multiple intelligences
- humor, rituals, celebration and immediate feedback

# CPD Evidence Base

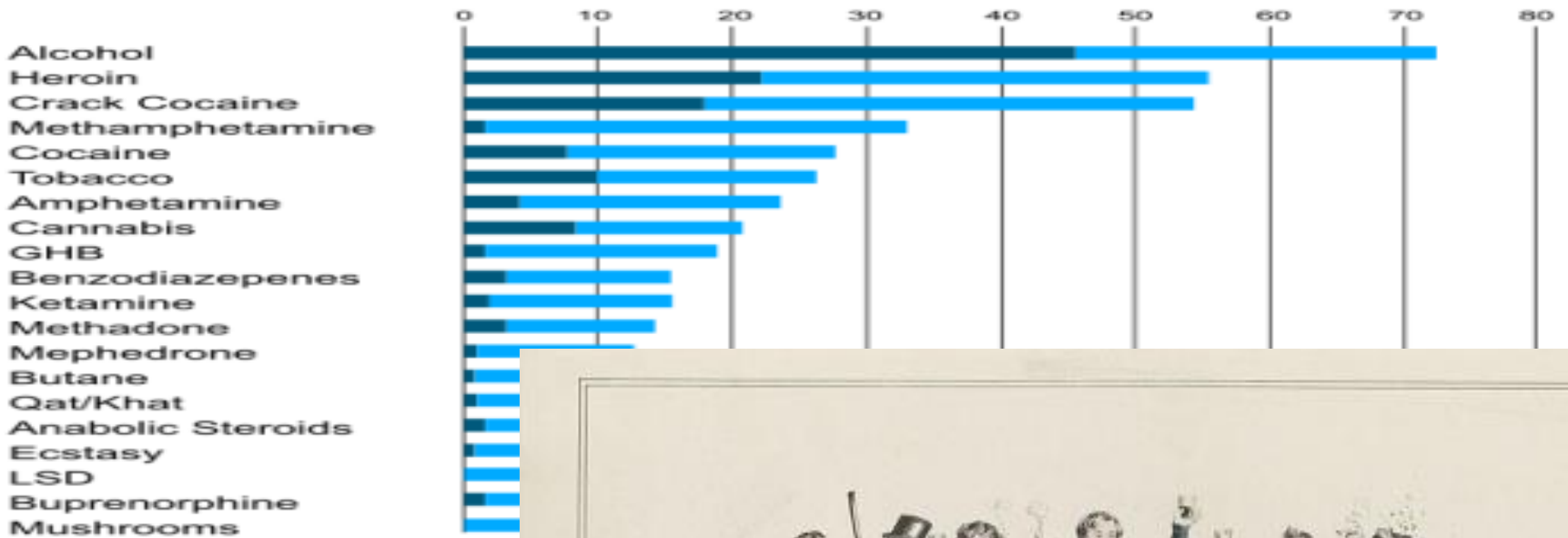
## Brain-antagonistic learning

- over or under challenged leading to frustration/boredom
- constant demand from the teacher for focused attention
- includes negative factors (threats, punishment, embarrassment)
- assess the 1% of learning that occurs through explicit memory pathways (semantic and episodic) - the easiest to test, yet the most likely to change and be forgotten



# Levels of Damage (health, drug dependency, economic costs and crime)

## Harm Caused by Drugs



THE DRUNKARD'S PROGRESS.  
FROM THE FIRST GLASS TO THE GRAVE.

# Models

Self-Science: Getting Started with Social Emotional Learning (SUA)

SOS.NET

Competencies for Life Project (Cz)

Study Checker (NL)

School psychological counseling (At)

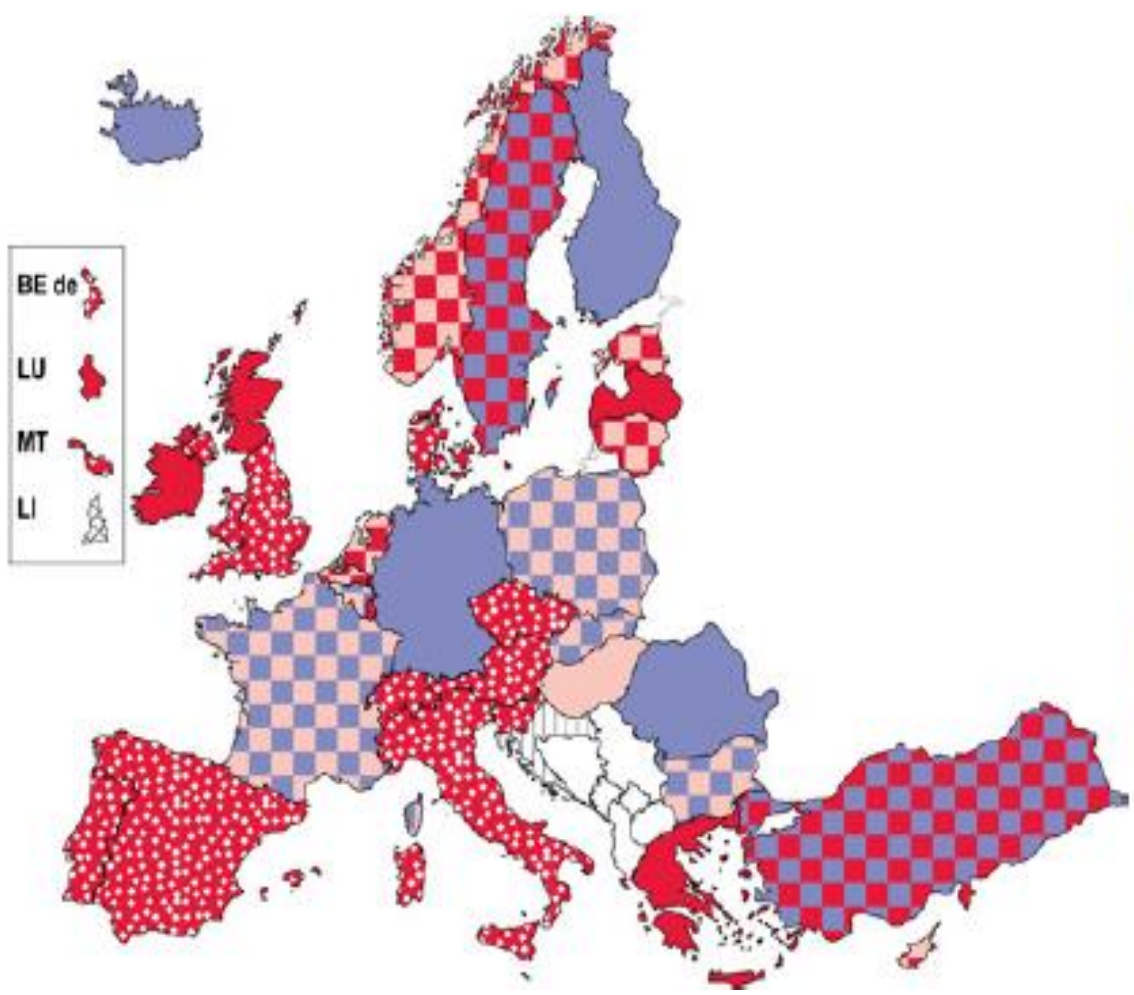
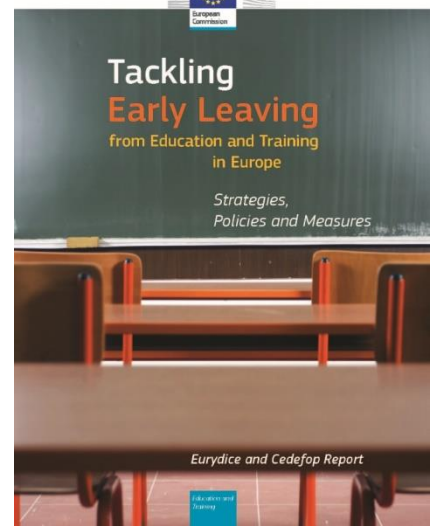
My Choice (Hr)

ABI>>POWERTEST (De)

eDia (Hu)

Max – Career, TalentGame, Diaprezamus (Pl)

The Three Cs Program / ANGELIE / MAPPED / KL:IBO project



-  A. Advice and support
-  B. Skills development
-  C. Information provision
-  A + B + C
-  No clearly identified objectives
-  Not available

Source: Eurydice.

# Syllabus structure

- Presentation note
- General competencies
- Specific competencies and examples of learning activities
- Contents
- Methodological suggestions

# CPD contribution to Key Competencies

Learning to learn

Initiative and entrepreneurship

Digital competence

Social and civic competencies

# General competencies

1. Showing a positive attitude to self as unique and worthy person in school, family and community
2. Relating harmoniously with the others based on self control, empathy, and respect to individual and group differences
3. Using strategies and attitudes supporting active, motivated and diligent learning in school and in view of LLL
4. Decision making regarding studies and career by exploiting self, educational and occupational resources
5. Adopting a lifestyle showing interest for the personal and environmental health



# Challenges

- Prescribed / Applied Curriculum
- Role of the school counsellor – support, coordination
- Teacher training
  - initial
  - continuous
- Implementation monitoring
- Impact evaluation

# References

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Thank you!