

*“Le competenze come strategia per  
una scuola dell’apprendimento”*

Genova, 03 ottobre 2011

# Waiting for Batman



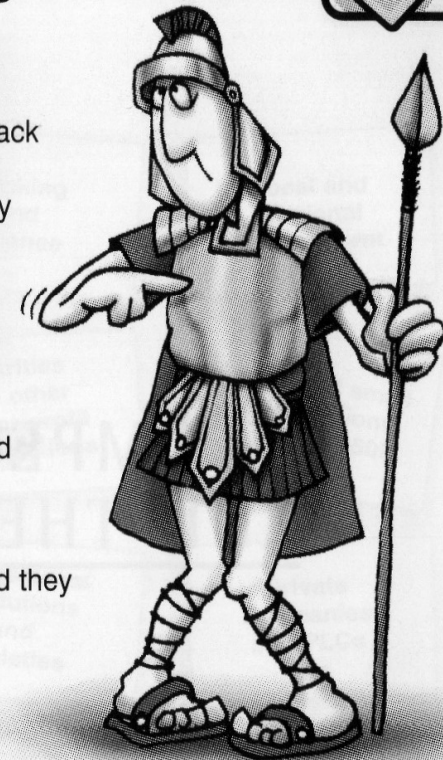
## COMPETENCY ORIGINS AND THE FORMATS USED

### THE ORIGIN OF COMPETENCIES

Ways of assessing people and their performance go back (some claim) as far as Roman times. Since then more sophisticated ways have been developed, especially by the military (War Office Selection Boards in the 1940s). Assessment centres and development centres have been used ever since for seeking out those people with certain *qualities* or *attributes*.

However, the generally recognised founders of the modern competency movement were David McClelland and Richard E. Boyatzis who worked for US-based management consultants Hay-McBer.

Others have since further developed competencies and they are now a widely used business tool.



## Le parole chiave

Apprendimento

Realtà

Problem solving

Saperi

Lavoro

Personalità

Evoluzionalità

Proceduralità

Jacques Delors

n'am Al Mufti

Isao Amagi

Roberto Carneiro

Fay Chung

Bronislaw Geremek

William Gorham

Aleksandra Kornhäuser

Michael Manley

Marisela Padrón Quero

Marie-Angélique Savané

Karan Singh

Rodolfo Stavenhagen

Myong Won Suhr

Zhou Nanzhao

# LEARNING: THE TREASURE WITHIN

Report to UNESCO of  
the International Commission  
on Education for  
the Twenty first Century





Jacques Delors

# NELL'EDUCAZIONE UN TESORO

Rapporto all'UNESCO della  
Commissione Internazionale  
sull'Educazione per  
il Ventunesimo Secolo

  
ARMANDO  
EDITORE

# Learning

- ❖ My decisions in this field are based on the definition of the concept of learning as **“any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing”**.
- ❖ (...) much broader and more complicated than the traditional conception of learning as **“the acquisition of knowledge and skills”**, and it has allowed me to select contributions ranging as widely as from Howard Gardner’s **“Multiple Approaches to Understanding”** to Thomas Ziehe’s ideas of **“normal learning problems”** and **“underlying cultural convictions”**.

## Apprendimento

- ❖ “Qualsiasi processo che negli organismi viventi porta a modificare la **capacità permanente**, e che non è unicamente dovuto alla maturazione o all'invecchiamento biologico; tale capacità è molto più ampia e complicata rispetto alla concezione tradizionale di apprendimento basata sull'acquisizione di **conoscenze e abilità**”

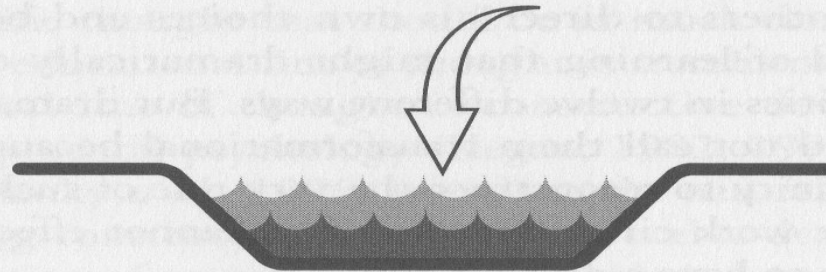
# Apprendimento e Complessità

- ❖ Ho scelto deliberatamente questa formulazione molto aperta perché il concetto di apprendimento comprende una serie molto ampia e complessa di processi, e il raggiungimento della comprensione globale non è una questione riferita alla sola natura del processo di apprendimento. Essa deve includere tutte le condizioni che influenzano e sono influenzate da questo processo.

I have deliberately chosen this very open formulation because the concept of learning includes a very extensive and complicated set of processes, and a comprehensive understanding is not only a matter of the nature of the learning process itself. It must also include all the conditions that influence and are influenced by this process

# Apprendimento: Che cosa & Come

Informative: Changes in *what* we know



Transformative: Changes in *how* we know

