

## THE APPLICATION OF CROSS-CURRICULAR COMPETENCES IN THE TEACHING OF PHYSICAL AND HEALTH EDUCATION SUBJECTS IN THE CONTEXT OF EXTERNAL EVALUATION OF SCHOOLS

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### Abstract

The aim of this work is to direct advocacy activities in the field of education for the application of the Reference Framework of Competences for Democratic Culture (RFCDC) in teaching and extracurricular activities, especially in the subject of Physical and Health Education. The problem discussed in the paper is under-researched in literature worldwide, although it is relevant for all stakeholders involved in formal and informal education, including decision-makers, teachers, teacher education experts, and experts in the development of teaching and learning programmes. The authors opted to review materials and manuals in order to reflect on democratic competences and their application in the teaching of the subject Physical and Health Education, through the method of analysing the results of external evaluation. We expect this paper to be the basis for further professional and scientific analysis, so that the subject of Physical and Health Education may be given a role that makes it comprehensive and significant not only in the educational process but also in the process of educating children and students.

**Key words:** Reference framework of competences for democratic culture (RFCDC), external evaluation, physical and health education.

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**ПРИМЕНА МЕЂУПРЕДМЕТНИХ КОМПЕТЕНЦИЈА  
У НАСТАВИ ПРЕДМЕТА  
ФИЗИЧКО И ЗДРАВСТВЕНО ВАСПИТАЊЕ  
У КОНТЕКСТУ СПОЉАШЊЕГ ВРЕДНОВАЊА ШКОЛА**

**Апстракт**

Рад има за циљ усмеравање заговарачких активности у области образовања за примену Референтног оквира компетенција за демократску културу (РОКДК) у наставним и ваннаставним активностима, а посебно у предмету Физичко и здравствено васпитање. Проблем који се разматра у раду је недовољно истражен у светској литератури иако је релевантан за све заинтересоване стране укључене у формално и неформално образовање, укључујући доносиоце одлука, наставнике, стручњаке за образовање наставника и стручњаке за развој програма наставе и учења. Аутори су се определили за прегледе материјала и приручника ради промишљања демократских компетенција и њихове примене у настави предмета Физичко и здравствено васпитање, кроз метод анализе резултата спољашњег вредновања. Очекујемо да овај рад буде основа за даље стручне и научне анализе како би предмет Физичко и здравствено васпитање добио улогу која га чини свеобухватним и значајним не само у процесу образовања већ и у процесу васпитања деце и ученика.

**Кључне речи:** спољашње вредновање, физичко и здравствено васпитање.

*INTRODUCTION*

Knowledge and development are inseparable, and knowledge becomes a key personal and economic resource, as well as a condition for achieving and realising the quality of life of a worthy person in a democratic modern society. The new economy is increasingly becoming an economy of knowledge, which means that education is accepted as a driver of social changes, and their realisation has confirmed the importance of the potential in educational activity. In the 21<sup>st</sup> century, we look for individuals with a changed structure of consciousness who will be able to tackle challenges, enter into the process of learning and solving problems, in order to successfully meet set criteria in a short time and reach a satisfactory solution. That is why the concept of competence was introduced into educational policies at the end of the last century, and it is linked to the document *European Reference Framework of Key Competences*<sup>1</sup>, which was a key reference for the further development of education, training, and learning focused on competences in many European countries.

Key competences are relevant for all individuals: they are transversal because they enable successful inclusion in all spheres of personal, professional, and social life; they correspond to both economic and social purposes (from better health, and parenthood to social activism); and they

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<sup>1</sup> The European Reference Framework of Key Competences (2006);

promote common values, imply the ability to cope with changes, learn from experience and act with a critical attitude.

Competences represent a complex construct that includes **knowledge, skills, abilities, attitudes, traits** (they are made up of some innate predispositions, but also components that are acquired through experience and learning). From the point of view of individual development, competences can be seen as an **indicator of personal development in different domains** (cognitive, motor, social-emotional). Competences are manifested as the ability to perform a certain type of activity on some content.

Nowadays, competence requirements have changed due to the significant automation of jobs. Technologies play an increasing role in all spheres of work and life, and entrepreneurial, social, and civic competences are becoming more relevant to ensure the ability to adapt to increasingly rapid changes in the world.

At the same time, the international surveys conducted by the Organisation for Economic Cooperation and Development (OECD), such as the Programme for International Student Assessment (PISA) or the Programme for International Assessment of Adult Competences (PIAAC), indicate a constantly high percentage of youth and adults with insufficient basic life skills. Consequently, investing in basic skills has become more relevant than ever.

Therefore, the initial document on competences from 2006 was improved in 2018, taking into account the time we live in and the new needs developed by contemporary society and the economy. Table 1 shows a side-by-side comparison of the two documents on key competences for lifelong learning.

*Table 1. Key competences 2006 and 2018*

2006. <i>Recommendation of the European Parliament and the Council on Key Competences for Lifelong Learning</i> Official Journal of the European Union L394/10 (2006)	2018. <i>Council Recommendation of 22 May 2018 on key competence for lifelong learning</i> , Official Journal of the European Union, Volume 61, 4 June 2018.
Communication in the mother tongue	Literacy as a competence
Communication in foreign languages	Communication in foreign languages
Mathematical competence and basic competence in natural sciences and technology	Mathematical competence and competence in natural sciences, technology, and engineering
IT competence	Digital competence
Learning ability	Personal, social competence and learning how to learn
Interpersonal, intercultural, social, and civic competence	Civil competence
Entrepreneurship	Competence of entrepreneurship
Cultural awareness and expression	Competence of cultural awareness and expression

In the Republic of Serbia, in addition to key competences for life-long learning, the Law<sup>2</sup> also recognises Cross-curricular competences, which are based on key competences that are developed through the teaching of all subjects.

In order to build competences, it is necessary to have experience that involves participation in learning situations that trigger the appropriate activity in the learner. Cross-curricular competences prescribed by educational laws are: (1) Learning competence; (2) Responsible participation in a democratic society; (3) Aesthetic competence; (4) Communication; (5) Responsible attitude towards the environment; (6) Responsible attitude towards health; (7) Entrepreneurship and orientation towards entrepreneurship; (8) Work with data and information; (9) Problem-solving; (10) Cooperation; and (11) Digital competences.

In order to build these competences, it is necessary to have experience that involves participation in learning situations that trigger the appropriate activity in the learner.

Learning is the basis of key competences for lifelong learning, and is a process that never ends because it covers a significantly longer period of life compared to formal education, through which subjects, along with the officialisation of diplomas, are educated and guided for performing tasks and for a specific status in the world of work. As such, learning is superior to all other processes and speaks of the fact that the individual is in the very philosophy of lifelong learning (Milutinović, 2008), and its realisation largely depends on his ability to take care of his own learning.

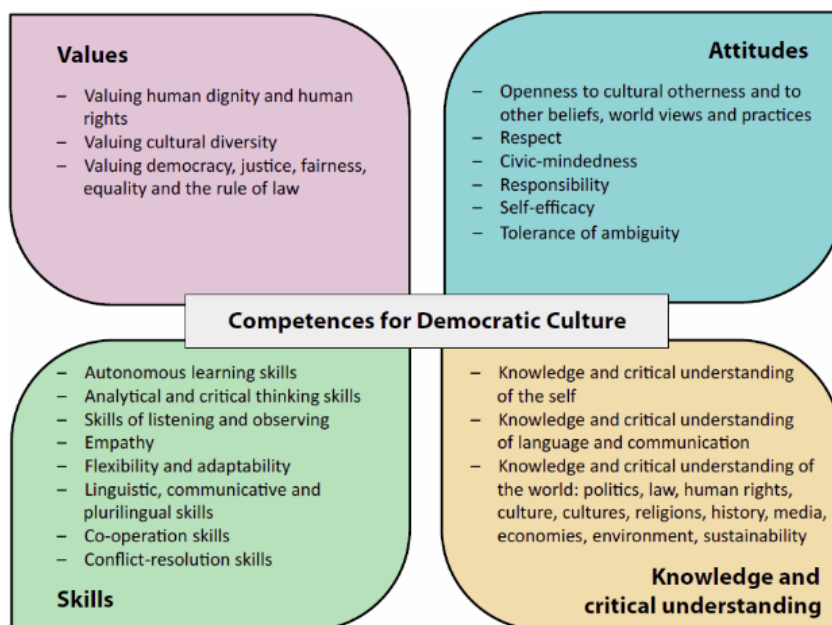
The Reference Framework of Competences for Democratic Culture (RFCDC)<sup>3</sup> presents a new model of competences that includes values, attitudes, skills and knowledge, and critical understanding, which citizens need to actively participate in a democratic and culturally diverse society, and to contribute to the development of democratic culture. In the final declaration adopted by the Permanent Conference of Ministers of Education of the Council of Europe in April 2016 in Brussels, the ministers called on the Council of Europe to continue the development of the RFCDC, and to assist member states in examining and implementing the framework in their national education systems, in dialogue with the educational community. The real-life challenges that we encounter in modern society are, among others, intolerance, discrimination, lack of empathy,

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<sup>2</sup> The Law on the Fundamentals of the Education System, "Official Gazette" no. 88/17, Article 12;

<sup>3</sup> The project "Quality Education for All" (implemented within the Joint Program of the European Union and the Council of Europe "Horizontal Fund for the Western Balkans and Turkey" 2019-2025), included 59 schools and prepared materials and manuals dedicated to the improvement of competences for democratic culture, which available to teachers, parents and students;

and prejudice towards minority ethnic and religious groups, peer violence, domestic violence, low voter turnout in elections, increased distrust in politicians, a large level of hate crimes, hate speech, and support for violent extremism. According to the assumed obligation, the Council of Europe continued to promote the RFCDC model, which consists of 20 competences (Figure 1) that apply the values of democracy in schools and in everyday life. Knowledge, skills, values, attitudes, and critical thinking are defined in this framework.



*Reference Framework of Competences for Democratic Culture*

*Figure 1. Image of a butterfly representing the Competence Reference Framework for a Democratic Culture with 20 competences*

Knowledge is defined as a set of information possessed by a person, and understanding is the understanding and evaluation of meaning. The term critical understanding is used to emphasise the need to understand and value meaning in the context of democratic processes and intercultural dialogue in order to involve active thinking and critical evaluation of what is understood and interpreted (as opposed to automatic, habitual, and unreflective interpretation)<sup>4</sup>. Skill is defined as<sup>5</sup> the ability to perform complex, well-organised patterns of thinking or behaviour in

<sup>4</sup> RFCDC, 2018a: 52;

<sup>5</sup> RFCDC, 2018a: 46;

an adaptive way, in order to achieve a certain result or goal. There are eight sets of skills that are important for a democratic culture.

Based on the above, teams of 60 selected schools were established in Serbia, composed of teachers, pedagogues, psychologists, and principals. They developed examples of good practice and piloted them in teaching and extracurricular activities, including the wider local community in the project. In addition, the schools organised a large number of diverse activities, with pedagogical approaches suitable for the development of competences for democratic culture and the creation of a more pleasant, interesting, and safe school environment, simultaneously strengthening their capacities to eliminate violent, discriminatory and anti-democratic activities in the school and the school environment, and improving ethos.

The basic change in the orientation towards general and cross-curricular competences represents a more dynamic combination of knowledge, skills, and attitudes, putting students in a situation where methods of achieving subject and cross-curricular competences, research activities, and project learning are applied; through specific activities, students go beyond the scope of the subject and connect knowledge.

In this paper, the following data will be further analysed: (1) data on how the competences for democratic culture (CDC) are reflected in educational policies; and (2) data on the quality of schoolwork, which is reflected in the results of external evaluation and the possibilities of application in teaching.

#### *THE DEVELOPMENT OF ATTITUDES AND VALUES IN EDUCATION*

When we observe an attitude in the process of education, we define it as the overall mental orientation that an individual adopts toward someone or something (for example, a person, group, institution, problem, event, or symbol). Attitudes typically consist of four components: beliefs or opinions about the object of the attitude; emotions or feelings toward the object; evaluations (either positive or negative) of the object; and the tendency to behave in a certain way toward that object<sup>6</sup>. Values motivate activities and serve as guiding principles for deciding how to act. Values offer standards or criteria for evaluating activities, both one's own and those of others, justifying opinions, attitudes, and behaviour, deciding on alternatives, planning behaviour, and trying to influence others, and skills viewed through learning outcomes.

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<sup>6</sup> RFCDC, 2018a: 41;

Teachers from 60 schools who participated in the implementation of the KDK (competences for democratic culture) project discussed topics and questions such as: whether skills be acquired without having any prior underlying knowledge, the nature of the relationship between attitudes and values, whether an example of a connection between an attitude and a skill can be found, and attempts to determine what dominates Serbian teaching and learning programmes, bearing in mind the so-called 'butterfly' model (Figure 1).

The conclusion they reached is that school subjects can contribute to the development of competences for democratic culture. In certain situations (during learning, but also in a real-life situation), participants use a set of competences and this is called a cluster of competences. Different clusters of competences will even be needed at different moments within the same situation. Clusters are related to situations, not school subjects, but each subject can contribute to the development of any of the 20 elements of the competence model for democratic culture.

#### *THE RESULTS OF THE ANALYSIS OF THE EXTERNAL EVALUATION OF PHYSICAL AND HEALTH EDUCATION*

The school quality standards<sup>7</sup> represent measures for evaluating the quality of work of schools in the Republic of Serbia.

The Ministry of Education and the Institute for Evaluation of the Quality of Education and Training carry out an external evaluation of institutions by checking 24 standards and 124 indicators found in six areas of quality: the field of Programming, Planning, and Reporting contains 3 standards and 16 indicators; the Teaching and Learning area contains 5 standards and 28 indicators; the field of Educational Achievements contains 2 standards and 15 indicators; the Student Support area contains 3 standards and 16 indicators; the Ethos area contains 5 standards and 22 indicators; and the area of School Work Organisation, and Human and Material Resource Management contains 6 standards and 27 indicators.

Many standards can be used to check 'school conditions' for the development of competences for democratic culture. Compliance with a standard is assessed through the presence of a set of indicators that describe it. Each indicator is evaluated on a scale ranging between one and four.

In this research, conducted in the first semester of the 2022/2023 school year, focus was placed on the Teaching and Learning area, and the results of the external evaluation of Physical and Health Education were analysed. They were obtained during visits to 191 classes in 143 schools

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<sup>7</sup>Rulebook on quality standards of the institution "Official Gazette of RS - Educational Gazette", no. 14/18;

in the following school administrations: (45), the Leskovac school administration (24), the Niš school administration (22), the Čačak school administration (4), the Novi Sad school administration (5), and the Jagodina school administration, in the first and second cycle of primary education and secondary education<sup>8</sup>.

The degree of fulfilment of the following standards was considered: 2.1. - the teacher shall efficiently manage the learning process in the classroom; 2.2. - the teacher shall tailor the activity in the classroom to the educational needs of students; 2.3. - the students shall acquire knowledge, adopt values, and develop skills and competences in class; and 2.5. - every student shall have the opportunity to be successful.

Standard 2.1. (Figure 2) refers to the effectiveness of managing the learning process in the class. This standard is checked via the following indicators: 2.1.1. - the students shall clearly understand the objectives/learning outcomes of the school class and why they need to learn the planned content; 2.1.2. - the student shall understand the explanations, instructions, and key terms; 2.1.3. - the teacher shall successfully structure and connect parts of the class using different methods (forms of activity, techniques, procedures...), or implement training for a vocation/profile, in line with the specific requirements of the work process; 2.1.4. - the teacher shall gradually ask questions/set assignments/requirements of varying levels of complexity; 2.1.5. - the teacher shall channel the interaction between students so that it serves the purpose of learning (i.e. he/she shall use questions, ideas, student comments, and encourage peer learning); and 2.1.6. - the teacher shall make functional use of existing resources and sources of information available to students.

Standard 2.1. has a mean score of 3.31, which indicates that there is a functional use of teaching aids and available sources of knowledge, and that teachers use high-quality explanations and instructions, apply the sequence of requirements, and connect activities in the Physical and Health Education classes.



Figure 2. Effective management of the learning process in class

<sup>8</sup> Archives of the Ministry of Education of the RS: [www.mpn.gov.rs](http://www.mpn.gov.rs).



Standard 2.2. refers to the adaptation of classwork to the needs of students. The standard is checked through the following indicators: 2.2.1. - the teacher shall tailor requirements to the abilities of each student; 2.2.2. - the teacher shall adjust working methods and teaching materials to the individual characteristics of each student; 2.2.3. - the teacher shall dedicate time and attention to each student in line with his educational needs; 2.2.4. - the teacher shall use specific tasks/activities/materials based on the Individual Educational Plan (IEP) and individualization plan; 2.2.5. - students who need extra support shall participate in joint activities that encourage their progress and interaction with other students; and 2.2.6. - the teacher shall tailor the activity pace to the different educational needs of students.

The average fulfilment of the standard is 3.06 (Figure 3). The assessment of the standard that determines the adaptation of the work in the class to the educational needs of the students is noticeable, but not complete, because it was determined that the methods and materials were insufficiently adapted to the needs of certain students (Figure 3), as was the application of quality activities concerning planning individualisation of work with students and work according to individual student educational plans (IEP).

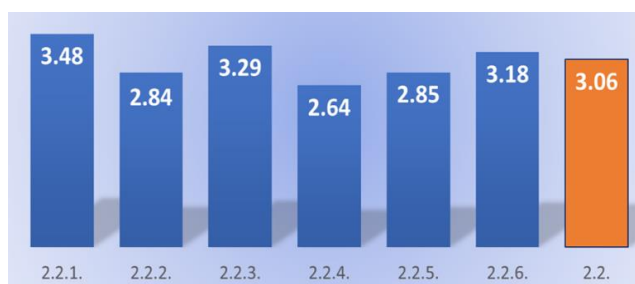


Figure 3. Adjusting the work in the Physical and Health Education class

Standard 2.3. determines whether teaching ensures learning, and competence development is assessed through the following indicators: 2.3.1. - the students' activities/schoolwork shall demonstrate that they have understood the subject of study in class, that they can apply the lessons learned, and explain how they arrived to the solution; 2.3.2. - the students shall make connections between the subject of study in class and previously learned matter in various fields, vocational practice, and daily life; 2.3.3. - the students shall collect, critically evaluate, and analyse ideas, answers, and solutions; 2.3.4. - the students shall present their ideas and share original and creative solutions; 2.3.5. - the students shall use feedback to solve a task/improve learning; and 2.3.6. - the students shall plan, implement, and evaluate a project in class independently or with the help of the teacher.

The standard that assesses whether and how learning progresses and students' competences are developed was rated the lowest in this analysis, and is 2.88 (Figure 4). Based on the obtained result, it can be concluded that there is a lack of student independence, and acceptance of student initiatives and originality, and there is no space for the development of critical reasoning, values, attitudes, and skills even though this subject is ideal for the development of competences for democratic culture. Although there is teacher feedback, there is no interaction to improve Health Education competences and discussions.



Figure 4. Acquisition of competences in class

Standard 2.5., which checks whether the class work enables students to be successful, is evaluated through the following indicators: 2.5.1. - the teacher/practical training instructor and students shall maintain a relationship of mutual respect, the teacher/practical training instructor shall encourage students to respect each other and constructively establish and maintain discipline following agreed rules; 2.5.2. - the teacher shall use a variety of procedures to motivate students, taking into account their diversity and previous achievements; 2.5.3. - the teacher shall encourage intellectual curiosity and free expression of opinions; 2.5.4. - the student shall be allowed to choose the approach to a topic, the form of activity or the material; and 2.5.5. - the teacher shall demonstrate trust in the abilities of the students and have positive expectations of success.

The average achievement of this standard is 3.12. The analysis indicates that there is support for student development and participation, but that there is a need to encourage the students' free expression of opinions and ideas, and to allow students to influence the content, the form of work, or the means (Figure 5).

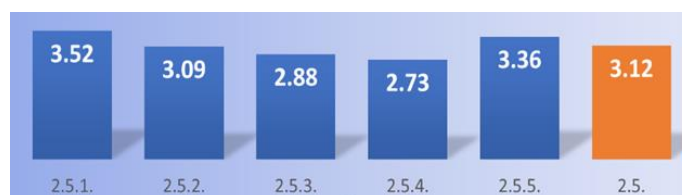


Figure 5. Display of individual student performance standards

### *DISCUSSION*

The results of the programme analysis in Serbia indicate that most competences for democratic culture are already included in teaching and learning programmes as cross-curricular educational goals, or within certain subjects, such as civic education and social subjects. The education system of Serbia, like most other countries, has experience in using ‘student-oriented learning’, in the application of interactive methods, which are inspired by the materials of the Council of Europe on Education for Democratic Citizenship and Human Rights, on the one hand, and Education for Democratic Culture on the other, and in implementation of the Citizen Project. Teaching and learning programmes and teaching practice often focus more on knowledge and value statements and less on the actual development of values, attitudes, skills, and critical understanding. The sequence of competences is shown in the bottom-top direction and corresponds to the way teaching and learning programmes are structured in Serbia. The cognitive domain is not the only important one in learning and teaching, and it is the task of the school to devote equal attention to learning values, attitudes, skills, knowledge, and critical understanding. In the teaching of the Physical and Health Education subject, we expect cross-curricular competences and competences for democratic culture (CDC) to be implemented through the experience of schools, with a coherent approach of the whole school to this issue. There is a common practice in many schools that indicates that questions related to the competences for democratic culture are left to the teaching of courses belonging to social sciences and the humanities. Competences for Democratic Culture (CDC) are necessary in the educational space as much as they are needed in the real world. The same values, attitudes, skills, knowledge and critical understanding are necessary to interact positively with other individuals, participate in groups and make sense of the information and ideas students receive. The goal of the education system is for students to develop their CDC through school activities, and not just to have knowledge about CDC or to recognise them. However, in this paper, we recognise that, in the learning process for CDC, we start with knowledge, so that students in the later stages of work would be brought to a situation in which they can conclude that learning and development are not only based on knowledge and skills but also on values and attitudes. For this, an example of heuristic conversation and learning can be used in class, which leads participants to independent insight. What follows is a short pedagogical review of the standards emphasised in this article.

Standard 2.1. indicates that the teacher’s knowledge for the subject they teach is not questionable and it is shown in results. They understand and can explain how to successfully make exercises and to achieve goals. They are willing to assist in order to prevent students’ injuries, which is good and in ordinance to the teaching profession.

Standard 2.2. and its indicators are more questionable, not for a lack of willingness among teachers to fulfil it, but for the knowledge of the methods of tailoring the activity in the classroom for each and every student. Teachers, as every other humans, are afraid of the unknown. But on the other hand, they are professionally determined to work with children and should support every single child in the classroom. Since the process of inclusion has officially existed for over 13 years and is regulated by law, it is very well known that individual educational plans for students are the last level of content and methods adaptation (Velišek-Braško, 2015). Some other methods of support and assessment should be implemented earlier. Inclusion exists even without individual educational plans (Muškinja, Lazić & Rista, 2011).

Standard 2.3., which refers to students acquiring knowledge, adopting values, and developing skills and competences in class, showed that students show a huge gap between knowledge (for exams), and understanding values and competences as life values, and the significance of their implementation, which has also been found in some previous studies (Vranješević, Cicvarić, Cicvarić-Žunić & Jovanović, 2022; Zair, Bensassi, 2022). There is a lack of student understanding of the methodology of learning, a lack of awareness of change(s), and difficulties in finding points which have been changed the most. They do not have opportunities to try them out and train, and they are not aware of their importance for further life. In classes, they are taught to follow and to obey rules which are quite often far removed from them. Consequently, students are not in a position to make their own rules, to learn, to understand, to evaluate or to assess. Because of that, students are often unaware of the connection between skills, competences, knowledge and values, and their significance as resources for life. They should have more time and opportunities to experience life in school, to implement knowledge and competences, and to find and assess values in everyday life, in order to be familiar with the changes and growth they are undergoing. As Vranješević and associates showed (2022), teachers also exhibit a kind of absence of awareness of the aforementioned issues, which is very worrying.

Standard 2.5. states that every student should have the opportunity to be successful. This standard is quite connected to the *Convention on the Rights of the Child* (1989) and asks teachers to believe in the child's potentials. It is connected to a child's right to participate, which is a right often harmed, often not implemented in a good way, and infrequently believed in. The lack of knowledge among teachers about children's rights and their realization (Vranješević et al, 2022), especially when it comes to participation as one of its principles, represents the cause of the lack of student participation. Teachers often feel very insecure, and believe that they lack the necessary knowledge, skills and competences to over-

come situations in the classroom. As a consequence, they often give up. Pedagogically speaking, this should not surprise us, since the regular choice between cooperation and integrity, or between something teachers have to or chose to do, is quite a regular dilemma. In order to maintain their wellbeing and avoid burn-out, teachers chose to keep their integrity (Jul & Jensen, 2014). The consequence is the fact that there is no one to cooperate with children and manage the class, and there is no possibility for students to be successful, especially when it comes to every student.

It is important to note that, in the *Guidelines for the Integration of the Reference Framework of Competences for Democratic Culture in Selected Teaching and Learning Programs*, there are examples of the implementation of KDK in the primary and secondary school teaching of the following subjects: the Serbian language/Serbian language and literature, mathematics, the world around us/nature and society, foreign language, history, geography, physics, chemistry, psychology and civic education. There are no examples of specific activities in the Physical and Health Education subject, where it is possible to adopt competencies that represent attitudes of respect, tolerance for ambiguity, self-efficacy, empathy skills, cooperation skills, conflict resolution skills, and valuing justice, human rights and dignity. Aside from the subject of Physical and Health Education, it is possible to use sports in school to realise the process of educating young people (Randjelovic and Savić, 2016). Among other things, these authors state that the task of school sports is to have an educational and health impact on the individual through programmed and organised school competitions and contests. It develops initiative, persistence, perseverance, determination, accuracy, precision, boldness, courage, discipline, conscientiousness, and more, all of which are excellent aides in achieving healthy communication, and fostering solidarity, cooperation, a sense of responsibility towards oneself and others, honesty and principledness. This fosters the culture of behaviour, and special attention is paid to the teacher and his qualities. They believe that for the school, as a social institution, to act educationally in a modern democratic spirit, it should, first of all, ensure the possibility of carrying out school sports programmes as one of the its democratic values, and this can also be said for the subject of Physical and Health Education.

### CONCLUSION

This paper, and the analysis of the results of the external evaluation represent a confirmation of the fact that, in the teaching of Physical and Health Education, learning flows from the cognitive to the value-related. This means that a child/student who learns about healthy lifestyles at school – learns about them and lives them, will adopt patterns of life skills and knowledge that he will be able to apply further, without major

temptations. Regardless of the fact that external evaluation of schools was the start point, and that Physical and Health Education teachers were the primary topic, the results show the presence of competences, as the main point, and the existence of some space for their improvement. Teachers should be encouraged to be involved in tricky questions that intrude into the core values of their being and shake them. As their core is touched and shaken by these questions, it is certain that the students' cores will be shaken too – they reflect the state of adults. Relational competence is in the centre of the communication process, and should be accomplished by valuing and assessment. Through this competence, teachers and students can be in a position to see and understand each other, to grow together, and to cherish empathy. Through this process, they can fully understand and value each other.

Generally speaking, some areas need to be expanded in terms of a more complete understanding of competences for democratic culture (CDC), among which the opportunity for the authenticity of each student and the possibility for that authenticity to be seen and noticed by the teacher stand out. On the other hand, it is clear that learning for the application of CDC starts from the cognitive dimension, that is, from knowledge, so that the students would later make an impression and be in a position to conclude by themselves that learning and development are not only based on knowledge and skills but also on values and attitudes. If the educational process is not focused solely on accumulating previously acquired knowledge, but on developing competences and supporting students' lives, development and learning in a world in which they feel welcome, students will be able to build their understanding of the world, based on appreciation and acceptance of authenticity. This further means that the educational process should be especially related to the students' life experiences. As a mini-community with the principles of democratic management, the school offers students the opportunity to participate, and apply the basic postulates of an active child and young person, i.e. a citizen who knows how to recognise and define a problem situation, knows who to turn to, and is able to take care of themselves. This is first possible in classes of Physical and Health Education. This further means that the school, as an institution of clearly defined formal education, provides valuable opportunities for informal learning, gaining life experience, and creating a personal frame of reference. This process is reversible and affects both students and teachers.

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**ПРИМЕНА МЕЂУПРЕДМЕТНИХ КОМПЕТЕНЦИЈА  
У НАСТАВИ ПРЕДМЕТА  
ФИЗИЧКО И ЗДРАВСТВЕНО ВАСПИТАЊЕ  
У КОНТЕКСТУ СПОЉАШЊЕГ ВРЕДНОВАЊА ШКОЛА**

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**Резиме**

Рад има за циљ усмеравање заговарачких активности у области образовања за примену Референтног оквира компетенција за демократску културу (РОКДК) у наставним и ваннаставним активностима, а посебно у предмету Физичко и здравствено васпитање. Аутори су се определили за прегледе и промишљања демократских компетенција и њихове примене у настави предмета Физичко и здравствено васпитање, кроз метод анализе резултата спољашњег вредновања. Овај нови модел компетенција укључује вредности, ставове, вештине и знања, и критичко разумевање, који су грађанима потребни како би активно учествовали у демократском и културолошки разноликом друштву, те како би допринели развоју демократске културе. У раду су анализирани подаци (1) о начину на који се компетенције за демократску културу (КДК) одражавају у образовним политикама, (2) као и у квалитету рада школа, који се огледа у резултатима спољашњег вредновања и могућностима примене у настави. Наставници из 59 школа, који су учествовали у пројекту имплементације КДК (компетенција за демократску културу), су разматрали одређена питања, покушавајући да утврде шта доминира у српским програмима наставе и учења, имајући у виду модел КДК (компетенција за демократску културу). Закључак до кога су дошли јесте да сви школски предмети могу допринети развоју компетенција за демократску културу. У анализи спољашњег вредновања школа истраживана је област „Настава и учење“ и анализирани су резултати спољашњег вредновања наставе Физичког и здравственог васпитања (Физ) који су добијени посетом 191 часа у 143 школе. Овај рад и анализа резултата спољашњег вредновања представљају потврду да у настави Физичког и здравственог васпитања учење тече од когнитивног ка вредносном и односном, али постоје подручја која је потребно проширити ради потпунијег разумевања КДК (компетенција за демократску културу). Закључак је да образовни процес не треба да се фокусира само на акумулацију претходно стеченог знања, већ на развијање компетенција и пружање животне подршке ученицима, те на пружање подршке ученицима при развоју и учењу у свету у ком се осећају добродошло. Овим ће ученици бити у стању да изграде сопствено схватање света, засновано на уважавању и прихватању аутентичности. То даље значи да би образовни процес требало нарочито да буде у вези са животним искуствима ученика, што је најпре могуће у настави Физичког и здравственог васпитања.