

# Validation of Competence Developments in Youth Work with LEVEL 5 Working with Reference Systems INNO4IMPACT

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# OVERVIEW



- The LEVEL5 reference system
- The five levels
- Materials provided for this step



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# THE LEVEL5 REFERENCE SYSTEM

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- The idea of the LEVEL5 approach is based on the holistic idea of the Swiss pedagogue Johann Heinrich Pestalozzi that learning happens with head, hand and heart. That means that learning is a combination of cognitive, active and affective aspects.
  - A reference system thus is divided into these three dimensions: cognitive, active and affective. These three dimensions are described for 5 levels based on Bloom's taxonomy of learning progress.
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# LEVEL 5 REFERENCE SYSTEM

3 dimensions

Level Description

L	KNOWLEDGE		SKILLS		ATTITUDES	
	Level Titles	Level description	Level Titles	Level description	Level Titles	Level description
5	Knowing where else (strategic transfer)	Vast theoretical knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in different situations.	Developing, constructing, transferring	Being able to communicate successfully in an unfamiliar situation. Being able to blend different communication styles and to adapt and transfer them into new contexts. Supporting others to develop their communication competence.	Incorporation	Having internalised virtues of good communication and motivating/inspiring others to reflect about communication and to comprehend other persons' communication in order to create a respectful relationship
4	Knowing when (implicit understanding)	Knowing different communication styles and techniques and how to apply this knowledge in practice, e.g. having awareness of speakers context, reading between the lines, recognising hidden messages etc.	Discovering acting independently	Being able to apply and understand different communication styles and codes suitable for context and situation. Actively expanding own communication competence by observing, researching and reflecting.	Self-regulation, determination	Being determined to improve and to self-regulate for the sake of the communication and for the respect of others. Staying emotionally balanced in communication and in giving/receiving feedback.
3	Knowing how	Knowing that different people have different communication styles, dependent on their culture, personal background, etc.. Understanding other ways of communication and expression, e.g. non-verbal communication.	Deciding/selecting	Being able to communicate in a clear fashion with different groups according to their capabilities of understanding. Choosing the right code to react according to the situation. Being able to give and receive feedback to and from others.	Motivation / appreciation	Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles.
2	Knowing why (distant understanding)	Understanding that the efficiency of communication is dependent on the way to communicate. Knowing why conscious communication is relevant.	Using, imitating	Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others.	Perspective taking	Being curious to improve own communication competence. Being open towards other/new communication styles.
1	Knowing what	Knowing basic ways of communication in order to understand others and to make oneself understood.	Perceiving	Sending and receiving information without special awareness.	Self-orientation	Talking and listening without feeling the need to reflect on communication.

5 levels





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# THE FIVE LEVELS

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- The levels go from 1 to 5 - 1 is considered to be the lowest level your target group may start at and 5 is the highest level they may reach.
  - The starting level for each dimension as well as the ending level does not have to be the same for all three dimensions – e.g. one person can be quite advanced in the knowledge dimension, but the active dimension still has potential for development.
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## THE FIVE LEVELS II

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- The level titles shall help you to understand the difference between the levels better.
  - So you can start e.g. on the cognitive on level 1 with “know that...” which means that you have basic knowledge and you can end up with a “know where else”, which means that you are able to transfer your knowledge to other fields of activity.
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## FOR THIS STEP YOU NEED

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- The **Inno4Impact competence framework**, which contains general competence descriptions and reference systems. It is linked below.
  - Hint: It is possible to contextualise and adapt the generic reference systems to make them more suitable for your target group, objectives and needs (e.g. with simplified wording).



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