



Module 1: Introduction to the SCF

Guidance material	1.1 What is the Student Competence Framework
What is the purpose of this material?	<ul style="list-style-type: none"> This material will support school leaders and teachers to discover what the ADEC Student Competence Framework is.
When to use this material?	<ul style="list-style-type: none"> Whenever a question arises during: <ul style="list-style-type: none"> Staff discussions Staff meetings Parent meetings To inform parent newsletters Speaking with colleagues from other schools
With whom to use this material?	<ul style="list-style-type: none"> Staff, school stakeholders, parents and the wider community
How to use this material?	<ul style="list-style-type: none"> As answers to direct questions during discussions As part of a newsletter to parents on the SCF
What next?	<ul style="list-style-type: none"> Read the following: <ul style="list-style-type: none"> The <i>Executive Summary</i> section of the <i>ADEC SCF for Private Schools (2014)</i> The <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i> <i>1.7 SCF Frequently asked questions</i> Undertake the following activities with staff <ul style="list-style-type: none"> <i>1.2 Structure of the SCF activity</i> <i>1.3 Definitions activity</i> <i>1.4 Prior knowledge brainstorm activity</i>



1.1 What is the Student Competence Framework?

A competence framework defines those competences (skills and attributes) which a country deems necessary for its students to be prepared for their next stage of education, be productive future workers and be concerned citizens who contribute to the local and national community. The Abu Dhabi Student Competence Framework (SCF) is a model that broadly defines a set of values and competences which can be applied to a wide range of roles and situations.

Values define a person's character and competences are a unique combination of skills, attributes and dispositions which provide us with the mechanisms with which we engage with the world around us.

Competences are a unique combination of skills, attributes and dispositions.

Executive Summary section of the ADEC SCF for Private Schools (2014)

The SCF has been developed for the private school sector of Abu Dhabi and is being closely aligned to the academic curricular and extra-curricular programmes in these schools. These values and competences can be organised in a manner to encourage cross-disciplinary learning, teaching and assessment.

Values define a person's character.

Executive Summary section of the ADEC SCF for Private Schools (2014)

What are the competences?

The Abu Dhabi SCF has identified thirteen core competences which begin at kindergarten or Grade 1 and continue to Grade 12. These thirteen competences are grouped into three themes:

Learning and innovation skills	
Those skills which enable students to become creative, innovative, flexible life-long learners who are able to be effective, multi-skilled productive workers	Critical thinking
	Creativity
	Problem solving
	Independent learning
	Digital competence



Personal and social skills	
Those skills which enable students to become a cohesive, productive and tolerant member of society who is well prepared for the next stage of their education.	Leadership and responsibility
	Collaboration/teamwork
	Communication
	Self-confidence
	Initiative/self-direction
	Entrepreneurship

National and Global citizenship skills	
Those skills which enable students to become concerned and responsible citizens who are active participants in the local community and the global, multi-cultural, technologically advanced world.	Global and environmental awareness
	Cultural awareness/ citizenship

What are the values?

The Abu Dhabi SCF has proposed seven core values. These are: respect, integrity, empathy, resilience, honesty, care, and tolerance. These values promote a positive attitude in students and provide a foundation for the development of the framework competences. Values are exemplified, not formally assessed. Values define a person's character. The recognition and promotion of core values (also described as ethics and morals) are crucial to the successful development of generic competences in students. They are at the heart of the competence framework and provide the relevant contextual background that gives the framework its uniqueness.

Why have a Student Competence Framework?

ADEC has developed a student competence framework to align educational outcomes with the requirements of Abu Dhabi's Economic Vision 2030. In education this vision is to have young people educated to the best international standards with the skills to become productive workers who can contribute to making the economy internationally competitive.

It is also to ensure that students are equipped with the soft skills and behaviors required for 21st Century and Abu Dhabi's evolving economy regardless of their chosen curriculum. This framework aims to improve overall educational outcomes and the consistency of those outcomes.

SCF Pilot School Case Study

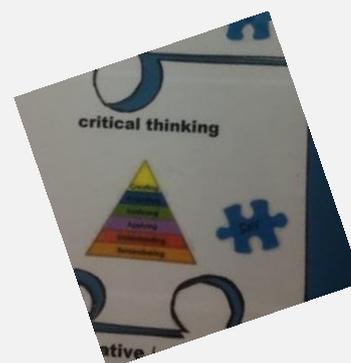
Competence Jigsaw

SCF Pilot School	Emirates National School (Mohammed Bin Zayed City)	SCF Lead Teacher	Vicci Ridgway
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At Emirates National School (Mohamed Bin Zayed City Campus) the competence jigsaw has become a valuable tool for both teachers and students. Grade 1 teacher Victoria Ridgway involved the students in the creation of the jigsaw by making it a class project. Firstly, they talked about each competence and decided what the image for that competence should show. Once the jigsaw was completed it has a permanent place on a wall in the classroom, however the pieces are taken off the wall regularly and used by both Victoria and the students.

'Creating it together gave the students ownership of the jigsaw and it encouraged them to work as a class. The students were involved in deciding the image for each competence and this helped to create a foundation of understanding about each competence.'



Students also have their own mini jigsaw pieces with their names. Victoria uses the competence jigsaw and jigsaw names every day to support her students in understanding the competences, for example...

- The jigsaw pieces become part of the success criteria so students know which competence they are focussing on in that lesson or unit of work. *'Today we are learning how to be a good communicator. A good communicator...'*
- When a student displays a competence Victoria talks to them about which competence they are exhibiting and how. The student can then attach their jigsaw name onto the relevant competence piece. *'I just saw you being an awesome leader! You were showing the competence of leadership because you...'*
- Students are given the challenge of finding ways to display a certain competence and are rewarded by having their jigsaw name attached to that competence. *'Today you will need to solve problems. I wonder who will be able to do this and put their name on the Problem-solving jigsaw piece.'*

- The jigsaw pieces are used at the end of a lesson when students reflect on the success criteria. *'Today we were learning how to be creative. Together we came up with our creativity success criteria. Now let's check if we met the success criteria...'*

A jigsaw needs all of the pieces to be put together to obtain a full picture, just like the SCF; all of the competences need to be put together to make a 21st century learner.

