



### Module 1: Introduction to the SCF

Guidance material	1.2 Structure of the SCF activity
What is the purpose of this material?	<ul style="list-style-type: none"> <li>To build a shared understanding of the SCF competences and values.</li> </ul>
When to use this material?	<ul style="list-style-type: none"> <li>This activity can be used when introducing teachers to the competences and values during staff meetings or department meetings.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>See activity instructions below (page 4)</li> </ul>
When using this guidance material with teachers you are practicing the competences of:	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Communication</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Envelopes or bags that contain separate strips of paper with the competences, competence themes and core values (provided below).</li> <li>A3 copies of the empty SCF circles diagram (provided below).</li> <li>Copies of answers (provided below).</li> </ul>
What next?	<ul style="list-style-type: none"> <li>Follow up with staff who were absent from the activity.</li> <li>Follow up with staff that did not have a good understanding of the competences and values and the differences between them.</li> </ul>



## 1.2 Structure of the SCF activity

Learning Intention:

- We are building a shared understanding of the structure of the Student Competence Framework

Success Criteria: We will be successful when we:

- Identify the SCF competences and values
- Share our thinking with each other while doing this activity
- Challenge each other's thinking
- Identify what we got wrong and talk about the possible reasons why we were wrong

Instructions:

1. This activity can be done individually or in small groups.
2. With scissors cut out the competences, competence themes and values.
3. Give each individual, pair or small group a set of cut up competences, competence themes and core values.
4. Explain that some of the cut up pieces of paper are competences, some are competence themes (name of a group of related competences) and some are core values.
5. Ask them to place the competences, competence themes and core values in the correct place in the A3 SCF circles diagram.
6. Hand out a copy of the answer sheet/s.
7. Ask people to compare their version of the framework with the answers. Discuss any differences.



## 1.1 Structure of the SCF activity Themes, competences and values to be cut up

### 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.

### 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.

### 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.

Empathy	Collaboration/Teamwork
Resilience	Communication
Integrity	Digital competence
Honesty	Critical thinking
Care	Cultural awareness/Citizenship
Tolerance	Initiative/ Self-direction

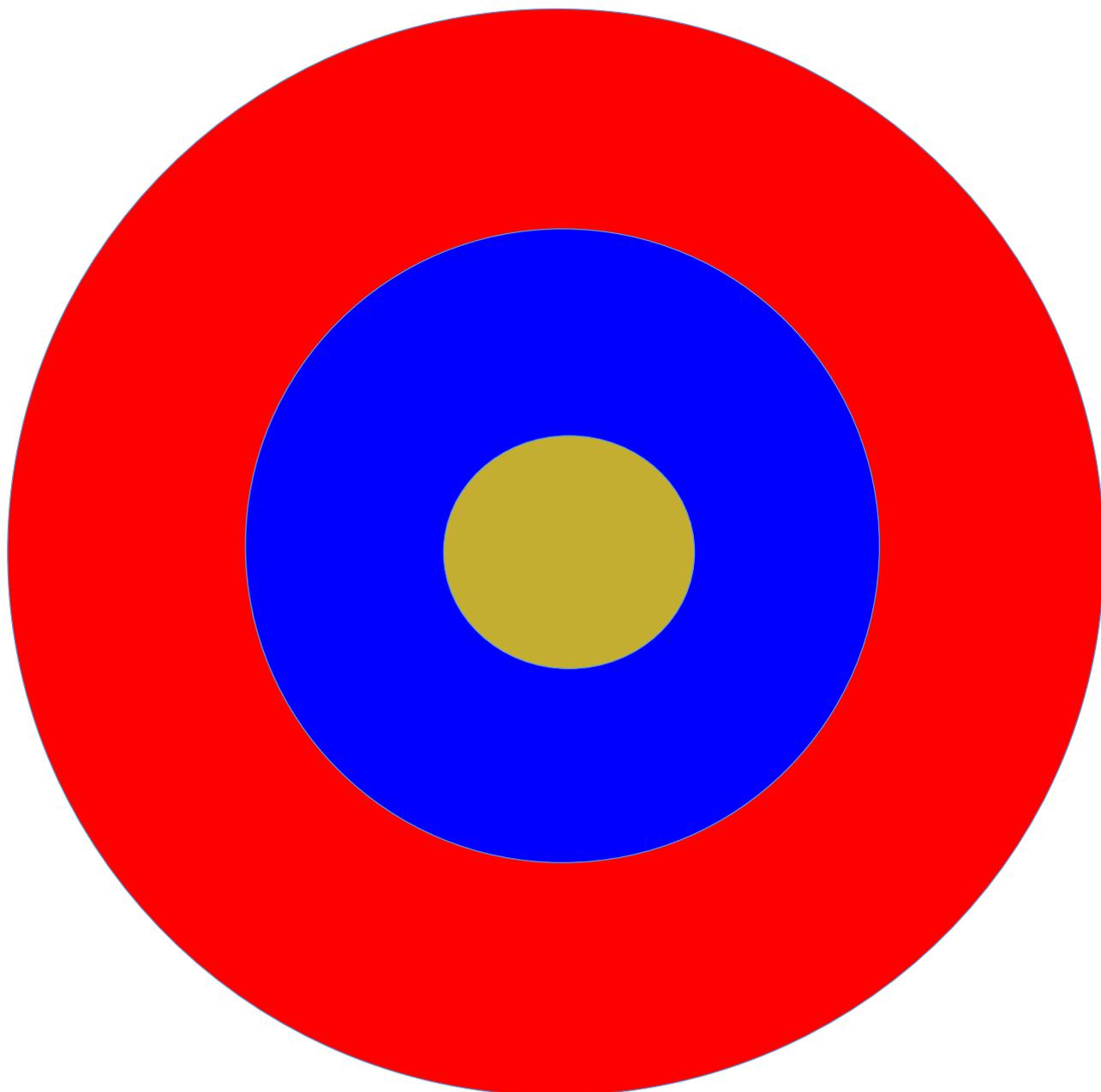


Respect	Global and environmental awareness
Self-confidence	Creativity
Entrepreneurship	Independent learning
Abu Dhabi 21 <sup>st</sup> Century Learner	Leadership and responsibility
Problem solving	



## 1.2 Structure of the SCF activity - SCF circles diagram

### 1.2 نشاط هيكل إطار الكفاءات الطلابية - الرسم البياني الدائري لإطار الكفاءات الطلابية



1. Take out the pieces of paper from the bag/envelope and read each one.
2. Decide which pieces of paper are competence themes, competences or core values.
3. Place each piece of paper in its correct place on the SCF circles diagram.
4. Check the answers sheet and discuss any differences.

1. اقرأ كل من القصاصات الورقية الموجودة في الظرف
2. قم بتحديد أي منها كفاءات، أو موضوعات كفاءات أو قيم أساسية
3. قم بوضع كل واحدة منها في مكانها الصحيح في الرسم البياني الدائري لإطار الكفاءات الطلابية.
4. قارن إجاباتك بنموذج الإجابة وناقش أوجه الاختلاف.



## 1.2 Structure of the SCF activity

### Answer sheet - Definitions

#### Themes

Many national competence frameworks group competences into a set of relevant themes or clusters.

The reasons for grouping competences into themes include:

- having a simple, clear 'umbrella' title which provides flexibility for including/rejecting, or weighting different competences within it
- to assist in the design of programmes of study which can include grade-specific, cross-curricula learning within each broad category of competences
- and to indicate a broad category of desired outcomes from that cluster of competences.

These themes will include all of the core competences deemed relevant for the framework:

**Learning and innovation skills** refer to those skills which enable students to become creative, innovative, flexible life-long learners who are able to be effective, multi-skilled productive workers

**Personal and social skills** refer to 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.

**National and global citizenship skills** refer to 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.

#### Core values

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 a competence framework and provide the relevant contextual background that should give the framework its uniqueness. They provide an appropriate learning culture for students to become effective learners.

The core values proposed for the Abu Dhabi SCF are **resilience, respect, empathy, integrity, honesty, care** and, vitally for Abu Dhabi's multicultural society, **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.

This exemplification has most impact when the teachers and adults in a school exhibit these characteristics in all they say and do, by providing positive role models for students. It is expected that all teachers make reference to the integration and exemplification of the core values in their schemes of work, lesson planning and delivery.



## Competences

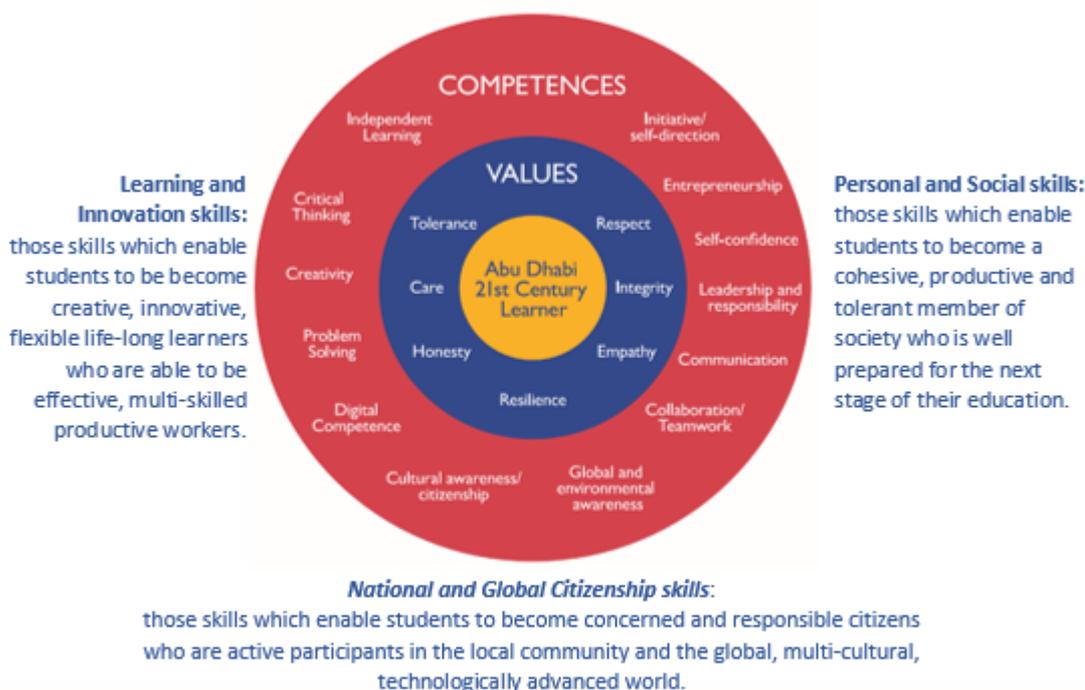
The following core competences are included in the framework:

- Communication
- Collaboration/Teamwork
- Problem solving
- Digital competence
- Critical thinking
- Cultural awareness/Citizenship
- Creativity
- Independent learning
- Leadership and responsibility
- Self-confidence
- Entrepreneurship
- Initiative/Self-direction

Global and environmental awarene

## ABU DHABI ECONOMIC VISION 2030

### FRAMEWORK OUTCOMES



## UAE/ABU DHABI NATIONAL IDENTITY

advanced, dynamic, forward-looking  
with a rich history, culture and heritage

Fig 1: Visual Representation of the Abu Dhabi Student Competency Framework