



Module 1: Introduction to the SCF

Guidance material	1.4 Prior knowledge brainstorm activity
What is the purpose of this material?	To build on teachers prior knowledge about the competences and values.
When to use this material?	This activity can be used when introducing teachers to the competences and values during staff meetings or department meetings.
With whom to use this material?	Teachers
When using this guidance material with teachers you are practicing the competence of:	<ul style="list-style-type: none"> • Critical thinking • Communication
How to use this material?	See activity instructions below
What resources or equipment are needed?	<ul style="list-style-type: none"> • Large sheets of paper • Permanent markers • Copies of the Student Competence Framework definitions (pages iii.14 to iii.16 in the <i>Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>).
What next?	<ul style="list-style-type: none"> • Follow up with staff who were absent from the activity. • Follow up on staff who did not have a good understanding of the competences/values. • Display competence/values brainstorms • Move onto 1.3 Definitions matching activity



1.4 Prior knowledge brainstorm activity

Learning Intention:

- We are building a shared understanding of the SCF competences and values.

Success Criteria: We will be successful when we:

- Share our prior knowledge and personal definitions of the competences and values
- Challenge our own and others definitions
- Honestly compare our definitions with the SCF definitions

Instructions:

1. This activity can be done individually or in small groups.
2. Lay the large sheets out around the room.
3. Ask an individual, pair or small group to write on the sheet their own definition of the competence or value.
4. Then move to a different large sheet. Add to that sheet, for example...
 - A different definition?
 - Comments?
 - Questions?
5. Return to your first competence or value sheet.
6. Hand out a copy of the Student Competence Framework definitions (below).
7. Compare your definitions to the Student Competence Framework definitions.
 - What is similar?
 - What is different?



Student Competence Framework definitions

(pages iii.14 to iii.16 in the *Requirements & Exemplifications* section of the *ADEC SCF for Private Schools (2014)*.)

Care	Feeling concern or compassion for or having an interest in someone or something; to attach importance or interest to someone or something; to be mindful of the needs of others.
Empathy	The ability to see things from another's perspective, to use one's imagination to enter into someone else's subjective state. Essentially it is the ability to 'walk in someone else's shoes'.
Honesty	The quality of knowing and distinguishing between right and wrong, and acting fairly; being truthful.
Integrity	The quality of being honest and having strong moral principles in all that is done, whether within the family, education or career. Integrity is related to honesty. It is how we make honesty actionable – it is the character and courage to do what is right.
Resilience	The capacity to recover quickly from difficulties. It implies self-confidence and mental toughness in individuals.
Respect	A feeling or understanding that someone or something is important, serious or worthy and should be treated in an appropriate way.
Tolerance	The willingness to accept feelings, habits, or beliefs that are different from your own.

Collaboration	Working together on a problem or a task. Collaborative learning is an approach to learning which asks students to work together in pairs, groups or teams to achieve common goals.
Communication	The act of transferring information from one place [or person] to another. This involves the ability to transfer information accurately, clearly and as intended, to suit the audience, task and purpose.



Creativity	A student's ability to use their knowledge and skills imaginatively and in a productive way (i.e. when something new is made, performed or imagined.) What is produced (or created) may be a new object or artefact; an original solution to a problem; an innovative way of using or combining ideas or materials or an interesting way of developing a given starting point.
Critical Thinking	The ability to use the power of reasoning to arrive at a solution, strategy or proposal. It describes the higher order thinking skills of analysis, application and evaluation. It is closely linked to logic, reasoning and deduction.
Cultural Awareness/ Citizenship	Having knowledge and understanding of the history, traditions and beliefs of one's own and others' countries and being sensitive to these in dealing with others. It also exists within countries, e.g. generational awareness, urban versus rural customs, etc. It involves being aware of one's duties and responsibilities as citizens, and being active participants in communities.
Digital Competence	The confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society.
Entrepreneurship	Refers to the start-up business activity involving the development of new ideas or innovations in order to make a profit. In the school environment, this is likely to mean that learners are actively involved in innovative activities and pursuits which have a positive, often financial, impact on the school or local community.
Global and Environmental Awareness	Is about appreciating the social, cultural, economic and environmental background of other nations and knowing how to act responsibly and ethically in a local, national and global community.
Leadership	The ability to lead or influence people, by means of personal attributes and/or behaviours, to achieve a common goal.
Independent Learning	The necessary skills and attributes to complete a task or activity, including knowing when and where to get help, without reliance on others.
Initiative / Self-Direction	The ability to assess and initiate things independently, a willingness and ability to take on responsibility, make decisions and solve problems without formal direction or instruction. It means an individual being self-motivated; having the desire and determination to work towards goals and targets without the need to be pushed or driven by others (for example by teachers).
Problem-Solving	Involves discovering and analysing simple or complex, defined or ill-defined problems or issues, identifying and overcoming obstacles and finding the solution that best resolves the issue.
Self-Confidence	When a learner has confidence in their skills and the ability to perform a task effectively, or to fully complete an activity or project.