



Module 2: Planning for implementation

Guidance material	2.1 Establishing a SCF School Implementation Group (SIG)
What is the purpose of this material?	<ul style="list-style-type: none"> To assist school leadership teams to establish an effective SCF implementation group in their school
When to use this material?	<ul style="list-style-type: none"> This activity can be used when introducing leadership team members and implementation group members to their roles and responsibilities
With whom to use this material?	<ul style="list-style-type: none"> School leadership team School implementation group (SIG)
How to use this material?	<ul style="list-style-type: none"> As planning guidelines during the establishment phase
When using this guidance material with teachers you are practicing the competences of:	<ul style="list-style-type: none"> Communication Collaboration and teamwork Leadership
Supporting guidance materials	<p>Also consider using the following guidance materials</p> <ul style="list-style-type: none"> 2.2 <i>Strategic Action plans</i> 2.2.3 <i>Strategic action plan exemplar</i> 2.3 <i>Undertaking school review</i> 2.3.1 <i>SCF Evaluative rubric</i>
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of this guidance material
What next?	<ul style="list-style-type: none"> Follow up with staff who were absent from the activity. Follow up with staff that did not have a good understanding of the SIG expectations



Introduction

The Private Schools and Quality Assurance (PSQA) division of the Abu Dhabi Education Council (ADEC) has developed the *Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)*. The SCF details the expected values, competences and learning outcomes for all students at each grade for Abu Dhabi's private schools. To be able to successfully implement the SCF it is suggested that each school form an implementation group or team for their school. The implementation of the SCF across the school then becomes the responsibility of this group of staff.

The implementation group should consist of those who have the authority to make school wide change (heads of school, principal, academic vice-principals), those with curriculum responsibility (heads of faculty, curriculum coordinators,) and lead teachers who are able to pilot and trial the values and competences in their classrooms. Ideally the implementation group should have between six and eight members.

This document sets out the following suggestions for developing an effective school implementation group:

- SIG Terms of reference
- SIG Roles and Responsibilities

SIG Terms of reference

Below is a SIG terms reference that can be personalized to your school.

Introduction

The [insert your school name] Private school has established this school implementation group (SIG) for the purpose of implementing the *Abu Dhabi Student Competence Framework (SCF)* across all aspects of our school. The members of this SIG have the responsibility to ensure that the SCF is implemented across the school curriculum, within class programmes of learning, and within the extra-curricular life of the student body.

For our school, this will involve:

- Mapping the SCF onto our school curriculum, and deciding when and how the SCF values and competences will be delivered as part of the school curriculum
- Implementing the SCF values and competences within the context of our curricula
- Working with HOFs (HODs) and teachers to decide how the competences can be used to enhance current curriculum delivery and classroom practice
- Provide opportunities for training of our school staff to support implementation of the SCF across all school grades and subjects
- Monitoring the progress of the implementation process and
- Review and development of all related school documentation



Principles of implementation

The SCF values and competences will reflect our school's vision and values as well as those of the SCF and particularly that the learner is at the heart of the SCF. The SCF will therefore develop and enhance:

- Student-centred learning
- Inquiry-based delivery
- Authentic, "real-life" contexts
- Cross curricula learning
- Student engagement in and enjoyment of their learning

The SIG commits to:

- Embedding the SCF within our current taught curriculum, not view it as an overlay or an add-on.
- Encouraging inter-faculty cooperation and collaboration.
- Incorporating the SCF Values as part of the daily life of our school, through the overt and implicit actions of leaders and all teachers.
- Developing manageable models of assessment and reporting of competences, which include student self-assessment.
- Including students with special educational needs.

Our school's implementation group will include representatives of:

- The school leadership team (Principal or Academic Vice-principal).
- Heads of Faculty or Departments.
- Classroom teachers.
- People with particular skills and experience e.g. CPD director, data analysis expertise, and links to other new initiatives.

It is recommended that membership of the SIG is included as one of the significant KPIs for each member of the group. Active membership and achievement of the successful implementation of the SCF forms part of each member's performance or appraisal process.

Key Tasks

First meeting

At its first meeting the SIG will establish the following protocols:

- Membership of the group
- Chairperson of the group
- Meeting times, frequency of meetings, and place of meetings
- Agenda distribution expectations
- Minute taking and distribution expectations
- Expectations of group members, including commitment to complete tasks set.
- Establish a means by which all SCF guidance material (from ADEC) and additional SCF resources is stored so that all members can access it
- Review these terms of reference and the implications that arise from them

It is recommended that those who attended the first meeting also share with the rest of the group what they learnt at the ADEC SCF workshops.



Subsequent meetings

From the second and subsequent meetings the SIG will undertake the following tasks:

- Report back what is learnt from the ADEC SCF workshops
- Undertake a school review (see 2.3 *Undertaking school review* and 2.3.1 *SCF Evaluative rubric*)
- Establish a SIG Action Plan (see 2.2 *Strategic action plans*, 2.2.1 *How to create a strategic plan*, 2.2.2 *Strategic action plan template* and 2.2.3 *Strategic action plan exemplar*)
- With the assistance of HOFs map the SCF to the school curriculum (see *Module 3: Curriculum Design*)
- Lead professional development workshops for all staff (see 2.4 *Providing teacher professional development*)
- Undertake classroom observations as the SCF is implemented in class practice (see *Module 6: Assessment, monitoring and evaluation*)
- Collect monitoring data to inform self-review and progress
- Create all required school documentation to support the implementation of the SCF.

Roles and responsibilities

Introduction

It is recommended that membership of the SIG is included as one of the significant KPIs for each member of the group. Active membership and achievement of the successful implementation of the SCF forms part of each member's annual performance or appraisal process. The development of an implementation group is further outlined in the *ADEC Student Competence Framework for Private Schools, Guidance for schools, page v.9-v.11*.

Aspect	School Level (Owner, Principal, Senior Management Team)	Faculty/Subject Level (Head of Faculty/Subject/ Grades/Cluster)	Teacher Level (Individual Teachers)
Responsibilities	<ul style="list-style-type: none"> ■ overall responsibility for effective implementation of framework ■ development of a whole school Framework Implementation Plan ■ establishment of an Implementation Group ■ whole school policy on framework implementation developed ■ provision of resources/training opportunities for teachers ■ ensuring parents are made aware of and support the framework initiative ■ liaison with ADEC 	<ul style="list-style-type: none"> ■ embedding of framework competences in the subject curriculum ■ mapping of framework competences to subject curriculum (and identifying gaps) ■ delivery of school Implementation Plan for the framework ■ identifying training needs for teachers ■ development of effective cross-curriculum projects and activities 	<ul style="list-style-type: none"> ■ planning of competence development in students in programmes of study and individual lessons ■ identify personal training needs for effective competence delivery ■ participate in effective cross-curricular projects and activities



SCF Delegation of responsibilities

The table below sets out a possible set of delegations so that all group members are aware of their responsibilities and those of the other group members

Faculty/Position	Name	Suggested Roles	Suggested Responsibilities
Principal/ Academic Vice-principal		Chairperson	<ul style="list-style-type: none"> Organise and chair meetings Update owner about the SCF Ensure all school documentation is aligned to the SCF Overall responsibility for the implementation of the SCF
CPD director		Secretary	<ul style="list-style-type: none"> Record, distribute and monitor achievement of key outcomes of all meetings Provide logistics for meetings, workshops Identify training needs for teachers Aligns SCF PD with school's PD programme
Extra-curricular Director			<ul style="list-style-type: none"> Aligns SCF to the extra-curricular programme of the school Ensure articulation between academic subjects and extra curricula activities Ensures that parent/ community meetings are held
HoF		Communications	<ul style="list-style-type: none"> Ensure school-wide, student and parent knowledge of the pilot Share success stories with the school community Oversee the mapping of the SCF onto the school's existing curriculum Ensure that the SCF values and competences are embedded in all curriculum areas Ensure that the competences link in authentic ways to real life scenarios.
HoF		Monitoring	<ul style="list-style-type: none"> Manage the collection of evidence of impact at school and faculty level, as per the project monitoring plan Oversee the mapping of the SCF onto the school's existing curriculum Ensure that the SCF values and competences are embedded in all curriculum areas Develop a cross curricular approach to the implementation of the competences
Teacher		E Learning	<ul style="list-style-type: none"> Coordinate the use of ICTs to manage SCF materials Coordinate the use of ICTs to track student learning
Teacher		Assessment	<ul style="list-style-type: none"> Lead the discussion of how best to assess and report progress against the competences Develop tracking processes within a grade level, and across the school