



## Module 4: Understanding the competences and values

Guidance material	4.1.10 What is Leadership and responsibility?
What is the purpose of this material?	<ul style="list-style-type: none"> <li>This is a brief introduction to the competence of leadership and responsibility</li> </ul>
When to use this material?	<ul style="list-style-type: none"> <li>When introducing the competences to teachers to support them in implementing this competence in their class programme.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Have you considered these materials first?	<ul style="list-style-type: none"> <li>Introduce teachers to the SCF through:             <ul style="list-style-type: none"> <li>1.2 Structure of the SCF activity</li> <li>1.4 Prior knowledge brainstorm activity</li> <li>1.3 Definitions matching activity</li> </ul> </li> <li>For further information on each of the competences, including student progressions, see 1.6 Close reading of ADEC SCF – Framework Requirements &amp; Exemplifications.</li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>This resource can be used in a range of ways, for example:             <ul style="list-style-type: none"> <li>Share with teachers and discuss it in staff meetings or departmental meetings.</li> <li>Encourage teachers to plan using the ideas in this resource.</li> <li>Discuss the ideas and then ask teachers to share their own ideas for teaching this competence.</li> </ul> </li> <li>For more information on each competence read the Framework Requirements &amp; Exemplifications section of the Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014).</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Copies of the Framework Requirements &amp; Exemplifications section of the ADEC SCF for Private Schools (2014).</li> </ul>



#### 4.1.10 What is Leadership and responsibility?

##### Definition

*Leadership is the ability to lead or influence people, by means of personal attributes and/or behaviours, to achieve a common goal.*

(ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) p.iii.16)

##### Background

This summary of research is provided as a background to this competence and further information can be found in the references below.

Leadership is often understood as the ability to influence others and takes place with people working/living together in groups (McGregor, 2015). For young people the journey to building leadership capacity is fraught with challenges as young people begin to understand who they are and what they stand for. In the modern world having a forceful or charismatic personality may provide opportunities to lead, but this does not mean that the individual has the capacity to lead well. Within *The definition and selection of key competences* (DeSeCo, 2005) the OECD identify that leadership is a critical skill and the relational skills that contribute to effective leadership must be learned i.e. the ability to relate well to others, the ability to cooperate, and the ability to manage and resolve conflicts.

Within the school context, the challenge is to take every student from where they are to the next step and then to fluency (effective leadership). Leadership can occur in many different ways – through designated formal roles, or in informal ways as people emerge as leaders in particular areas (Bush, 2015). Creating opportunities for leadership to blossom through constructing formal opportunities and supporting informal student leadership are both important.



An effective leader has developed the emotional intelligence to work with people in a manner that will support individuals to perform to their best. Effective leaders know how and when to solve problems and can organize people to achieve collaborative goals, purposes and visions. Growing leaders involves mentoring, coaching and training in the skills of leadership. This teaching needs to be explicit and grounded in authentic learning contexts to maximize student learning.



## Learning Progressions

*"The term 'learning progression' refers to the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. The term is most commonly used in reference to learning standards—concise, clearly articulated descriptions of what students should know and be able to do at a specific stage in their education. In terms of the student competence framework, a learning progression is a road or pathway that students travel as they progress toward mastery of the skills needed for career and post compulsory education."*

(ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) p.iii.7)

The ADEC SCF for Private Schools (2014) provides learning progressions from kindergarten / Grade 1<sup>1</sup> through to the end of Grade 12. These progressions provide clear descriptors of what should be expected within that competence at each grade level, for example:

At the end of Grade 8, learners who have effective leadership skills are developing the ability to:

- organise others to achieve a common goal, purpose or vision
- communicate commonly agreed objectives and how the group or team needs to work together to meet them
- agree on actions and activities to achieve the team or group objectives
- demonstrate personal skills and attributes that contribute to the leadership role
- build harmonious and effective relationships with and among team members

At the end of Grade 7, learners who have effective leadership skills are developing the ability to:

- manage teams or groups to achieve commonly agreed objectives
- communicate commonly agreed objectives to the group or team, and to others
- demonstrate planning, initiative and self-direction in deciding the team's objectives
- use their positive influence to guide their peers and team members
- build positive relationships with and among team members

(Grade 7 and 8 Learning progressions for Leadership in the ADEC SCF for Private Schools Framework Requirements and Exemplifications (2014). p.iii. 29-30)

While the performance indicators within these progressions do not change in essence, they do expand in breadth and depth. This expansion makes the progressions a useful tool for both teachers and students. Below are some tasks teachers can undertake to help them make best use of these learning progressions:

- Read the progressions carefully as this will help you further understand this competence and what skills and attitudes make up that competence.
- Before reading the descriptors for the grade you teach, read the descriptors for the grades below. These descriptors are the building blocks of what students have experienced in this competence before they reached this grade level.

<sup>1</sup> The ADEC SCF for Private Schools (2014) recognizes that not all schools are able to deliver all competences across all grades. Table 5: A Road Map for the Delivery of the Competences across the Stages (p.iii.9) provides schools with a 'road-map' to support them in making decisions on the delivery and development of the competences across the four stages of schooling.

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- Ask students to share their experiences of these descriptors (e.g. “*Tell me about a time when you were a leader of others?*”) and use their answers to help you plan your starting point.
- While reading the descriptors for each grade level and identify the ‘step up’ students need to make to move through the progressions. For example, at the end of Grade 7 in leadership students are developing the ability to “*build positive relationships with and among team members*” while in Grade 8 they “*build harmonious and effective relationships with and among team members*” (ADEC SCF for Private Schools (2014) p.iii.30). Therefore their step up is learning what ‘effective relationships in a team’ looks like and sounds like and how to achieve this as a leader of a team. Ask yourself what this might look like, for example students might collectively create an “*effective relationships in a team*” checklist and use this to peer assess their team leaders
- Use the progressions when planning lessons to ensure your focus on a competence is based on the appropriate stage of the competence framework. The progressions are useful to refer to when giving specific feedback to students on their next steps in developing that competence.
- Support student to use the progressions to set goals and self/peer assess their own and others learning.

## References

Abu Dhabi Education Council (2014) Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners. Pearson Education Limited.

Bush, T. (2013). Distributed Leadership: The model of choice in the 21<sup>st</sup> Century. *Educational Management Administration & Leadership*, 41(5), 543-544

Rice, D. (2011). Qualities that exemplify student leadership. Academic Onefile, 86(5), 28-31. Retrieved from <http://eric.ed.gov/?id=EJ925287>

Jane McGregor, J. (2007). Recognizing student leadership: schools and networks as sites of opportunity. *Improving Schools*, 10(1).

DeSeCo (2005). *The definition and selection of key competences: Executive Summary*. Switzerland: OECD. Retrieved from <http://www.deseco.admin.ch/bfs/deseco/en/index/02.html>