



## Module 4: Understanding the competences and values

Guidance material	4.1.11 What is Self-confidence?
What is the purpose of this material?	<ul style="list-style-type: none"> <li>This is a brief introduction to the competence of self-confidence</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 <i>Framework Requirements &amp; Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Copies of the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.</li> </ul>

#### 4.1.11 What is Self-confidence?

##### Definition

*To be self-confident is for a learner to have confidence in their skills and ability to perform a task effectively, or to fully complete an activity or project.*

*(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.

How a student feels about themselves has a significant impact on almost everything they do - on the way they engage in activities, deal with challenges, and interact with others. Self-confidence also can have a marked effect on academic performance. Low self-confidence can lessen a student's desire to learn, their ability to focus, and willingness to take risks. Positive self-confidence is one of the building blocks of educational success; it provides a firm foundation for learning.

The centrality of the self in learning is acknowledged in curricular reforms in countries across Europe (Europa 2006) implying confidence in oneself to be a fundamental competence. When a child is feeling good about themselves, it's much easier to motivate them to become academically proficient. Confidence plays a huge part in learning. Decades of research support the view that believing in your ability to do something enhances your ability to do it. What we believe about ourselves can greatly influence our ability to get what we want out of life. Dweck (2000) states that self-confidence is experiencing a positive self-awareness when you are fully engaged and are using your abilities in pursuit of something you value. It is not something we give to people, it is something we equip them to get for themselves – by teaching them to value learning over the appearance of smartness, to relish challenge and effort, and to use errors as learning opportunities.

A self-confident learner is someone who has the ability to inspire and influence others. They are assured about their ability to tackle any task – and have a 'can-do' attitude. This means that they have learned that it is okay to take a risk and make a mistake – and that mistakes create learning. It is important for teachers to create an environment and opportunities where it is safe for students of all ages to perform roles or tasks without fear of failure. Students need experiences that will provide them with a clear and truthful acknowledgment of their strengths and weaknesses. To facilitate these teachers must generate opportunities for students to identify and build on their strengths and to develop strategies to overcome their weaknesses.





## 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 4, learners who are self-confident are developing the ability to:

- tackle tasks and activities, be willing to make mistakes, understand that sometimes they may fail
- recognise their strengths and weaknesses, reflect on their learning
- use strategies to manage emotions
- communicate their thoughts and feelings with minimal hesitation

At the end of Grade 3, learners who are self-confident are developing the ability to:

- tackle tasks and be willing to make mistakes
- recognise their strengths and weaknesses
- manage their emotions
- communicate their thoughts and feelings

*(Grade 3 and 4 Learning progressions for Self-confidence in the ADEC SCF for Private Schools Framework Requirements and Exemplifications (2014). p.iii.31-32)*

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

<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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level. Ask students to share their experiences of these descriptors (e.g. “Tell me about a time when you asked for help when you did not understand something?”) 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 3 in self-confidence students are developing the ability to “recognise their strengths and weaknesses”, while in grade 4 they “recognise their strengths and weaknesses, reflect on their learning” (ADEC SCF for Private Schools (2014) p.iii.32). Therefore their step up is discovering how to reflect on their learning. Ask yourself what this might look like. In this example a student who reflects on their learning might actually explain their thinking process when they answered a question.
- 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

*Recommendation of the European Parliament and of the Council on key competences for lifelong learning*. Official Journal L 394 of 30.12.2006.

Dweck, C. (2000). *Self-theories: Their Role in Motivation, Personality*