



Module 4: Understanding the competences and values

| Guidance material | 4.1.7 What is Global and environmental awareness? |
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| What is the purpose of this material? | <ul style="list-style-type: none"> This is a brief introduction to the competence of Global and environmental awareness |
| When to use this material? | <ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme. |
| With whom to use this material? | <ul style="list-style-type: none"> Teachers |
| Have you considered these materials first? | <ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.2 Structure of the SCF activity 1.4 Prior knowledge brainstorm activity 1.3 Definitions matching activity For further information on each of the competences, including student progressions, see 1.6 Close reading of ADEC SCF – Framework Requirements & Exemplifications. |
| How to use this material? | <ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or departmental meetings. Encourage teachers to plan using the ideas in this resource. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & 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>. |
| What resources or equipment are needed? | <ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>. |

4.1.7 What is Global and environmental awareness?

Definition

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.

(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.



Increasingly all nations are becoming aware of the ‘wicked problems’ that need to be addressed if we are to have a world worth inhabiting (Bolstad and Gilbert, 2012; Feliciano and Berkhout, 2013). “*Wicked problems cannot be solved using straightforward puzzle-solving or mathematical solutions. They span multiple domains: social, economic, political, environmental, legal and moral, and are highly complex, uncertain, and value-laden*” (Bolstad and Gilbert, 2012). We are all increasingly aware that tackling these issues is going to require action at the local and global levels. The inclusion of this competence highlights each school’s role in providing students with experiences and support to consider how their actions can positively contribute to the many issues that we face.

Global and environmental awareness requires students to ask and explore critical questions, questions that are motivated by "researchable" problems - problems for which there may not be more than one solution, or one right answer. Students need to explore questions that are *globally significant*, questions that address important phenomena and events that are relevant world wide - in their own community and in communities across the globe. Students who are environmentally aware understand environmental issues and act in such a way to ensure the sustainability of the local, national and global communities they are part of.

Successful teaching and learning programmes that build global and environmental awareness are those that enable young learners to take action. Global and environmentally aware students find out about their place in the world, how the world works and their ability to voice their opinions and understandings, as well as to make decisions about the actions they would like to take. To do this they draw upon the skills, understandings they have gained in subject areas as well as the other essential competences, particularly problem-solving and communication.





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 1¹ 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 this stage learners who demonstrate global and environmental awareness are able to:

- use a wide range of skills and competences to understand and address global issues
- act in an informed, responsible and ethical manner building positive relationships with others regardless of their social, cultural, or economic background
- contribute in a positive manner, including acting as volunteers, to the quality and sustainability of their local community, the environment and society in general
- demonstrate how and why they are global citizens
- understand environmental issues, including those as a result of human endeavour, and have knowledge of, and assess the outcomes of, a range of solutions to solve them

At the end of Grade 11, learners who demonstrate global and environmental awareness are developing the ability to:

- use a range of skills and competences to understand and address global issues
- act in an informed, responsible and ethical manner; building positive relationships with others regardless of their social, cultural, or economic background
- contribute in a positive manner to the quality and sustainability of their local community, the environment and society in general
- demonstrate global citizenship
- understand environmental issues, including those as a result of human endeavour, and have knowledge of, and assess the outcomes of, solutions to solve them

(Grade 11 and 12 Learning progressions for Global and Environmental Awareness in the *ADEC SCF for Private Schools Framework Requirements and Exemplifications (2014)*. p.iii.38-39)

¹ 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.

المادة التوجيهية: 4.1.7 ما هو الوعي العالمي والبيئي؟

الوحدة 4: فهم الكفاءات والقيم



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. Ask students to share their experiences of these descriptors (e.g. “Tell me about a time you did something positive for your community and/or the environment?”) 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 11 in global and environmental awareness, students are developing the ability to “contribute in a positive manner to the quality and sustainability of their local community, the environment and society in general”, while in Grade 12 students “contribute in a positive manner, including acting as volunteers, to the quality and sustainability of their local community, the environment and society in general.” (ADEC SCF for Private Schools (2014) Framework Requirements and Exemplification p.iii.39). Therefore their step up is learning is acting as a volunteer. Ask yourself what this might look like, for example a student is not a true volunteer if their teacher or school demands it of them. However, the teacher or school needs to provide opportunities that allow students to become volunteers.
- 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

Abu Dhabi Environment Vision 2030. <http://www.ead.ae/wp-content/uploads/2014/03/Environment-Vision-2030-Eng.pdf>

Bolstad R., and Gilbert J. (2012): Supporting future-oriented learning and teaching – a New Zealand perspective. Ministry of Education. New Zealand

Feliciano, D. and F. Berkhout (2013), "Dealing with "wicked" environmental problems: Introduction to Part 6", in ISSC and UNESCO, *World Social Science Report 2013: Changing Global Environments*, OECD Publishing, Paris/Unesco Publishing, Paris. DOI: <http://dx.doi.org/10.1787/9789264203419-74-en>