



Module 4: Understanding the competences

Guidance material	4.4 Values and competences - what is the relationship?
What is the purpose of this material?	<ul style="list-style-type: none"> This material outlines the link between the values and the competences in the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.
When to use this material?	<ul style="list-style-type: none"> This activity could be used when introducing the values and competences to staff, to senior students, and to the parent community
With whom to use this material?	<ul style="list-style-type: none"> This activity can be used with staff, senior students and the parent community when they are attending a meeting on the SCF framework
Have you considered these materials first?	<ul style="list-style-type: none"> 1.3 <i>Definitions matching exercise</i> 4.3 <i>What are values?</i> 4.1 <i>What are competences?</i>
How to use this material?	<ul style="list-style-type: none"> This activity provides participants an opportunity to develop their own understanding of how values and competences are interrelated.
What resources or equipment are needed?	<ul style="list-style-type: none"> This activity resource



4.4 Values and competences- what is the relationship?

Every interaction that occurs in a school, and every curriculum decision made, reflects the values of the individuals themselves and those of the school. A school's values are expressed in their school curriculum, their classroom practices, the relationships that exist in the school, and what the school considers to be important. These values are practiced through the way in which the competences are developed and used in the everyday work of the school.

The manner in which the competences are developed draws on the knowledge, attitudes and values that underpin them. Successful learners work from their own value base and use their unique set of competences in all aspects of their studies. Competences are dependent on social contexts, such as schools, for their expression. All learners develop those competences that they see as being valued by those around them. In this way the development of values and competences are inter-related and inter-dependent. They are developed in every aspect of school life, and in every curriculum area.

The *ADEC SCF for Private Schools (2014)* framework outlines seven values and thirteen competences to be developed by students attending private education in Abu Dhabi from Grade one to twelve. These values and competences can be visually represented as follows:

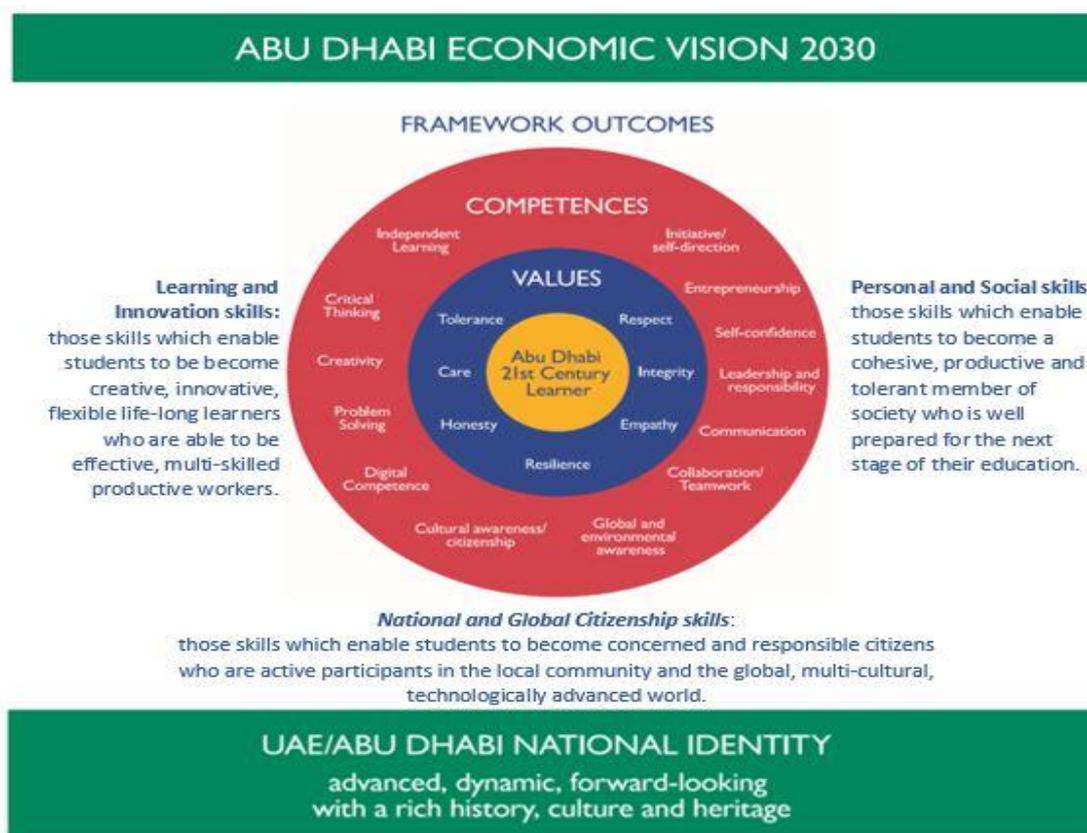


Fig 1: Visual Representation of the Abu Dhabi Student Competency Framework

المادة التوجيهية: 4.4 القيم والكفاءات: ما هي العلاقة بينهما؟

الوحدة 4: فهم الكفاءات والقيم

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In addition those students in Grades 10 to 12 will experience an additional four competences. These are:

- Health and well-being
- Economic and financial awareness
- Media literacy
- Productivity and accountability.

Activity

1. After reading this material have the participants of the workshop (teachers, parents, senior students) describe to a colleague a time when they practiced one or more of the competences.
2. As they describe the situation in which they practiced this competence their partner attempts to identify the values that they believe underpinned the actions described.
3. Both members of the pair then discuss the identified values and attempt to outline the relationship that existed between the values and the competences in the situation described.
4. The partner then describes a situation when they had practiced a competence and their colleague attempts to identify the values underpinning this competence. Again discuss and attempt to reach mutual agreement on the relationships between values and competences.

This activity can be further developed by having the pair of teachers, or the pair of parents, describe a situation when one of their students/ children exhibited a competence, and then attempt to identify the underpinning values. With senior students have them identify a significant adult in their life and complete the same activity.

Example

I was in a shop and I noticed a wallet lying under a table. I picked it up and wondered how I would get it back to its owner. I decided I could give it to the shop assistant, I could ask the people around me in the shop or I could open it and see if it had a contact phone number inside (problem solving.)

I took it to the shop assistant and we talked about what to do. She opened the wallet and found a mobile phone number on a business card. We rang the number but the person who received the call did not speak English. So the shop assistant went to find someone in the restaurant who spoke the same language as the person on the mobile phone. The person who owned the wallet was able to come back to the shop and reclaim their wallet. (Communication, Global and environmental awareness and Cultural awareness/citizenship).

We were exhibiting the values of empathy, honesty and integrity. In this situation we were acting in a manner that we expect from citizens of a well ordered society.