

Module 5: Teaching the competences and values

Guidance material	5.10.2 Teaching Leadership and responsibility Grade 7-9
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of leadership and responsibility.
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"> 1.1 What is the SCF? 1.2 Structure of the SCF 1.3 Definitions matching activity 1.4 Prior knowledge brainstorm activity 1.5 Close reading – Executive summary 1.6 Close reading – Framework Requirements and Exemplifications 4.1 What are competences? Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.10 What is Leadership and responsibility?
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 team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. 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>. Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites
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>.

Teaching Leadership and responsibility Grade 7-9

Here are some strategies and teaching approaches to try in your classroom to promote leadership and responsibility:

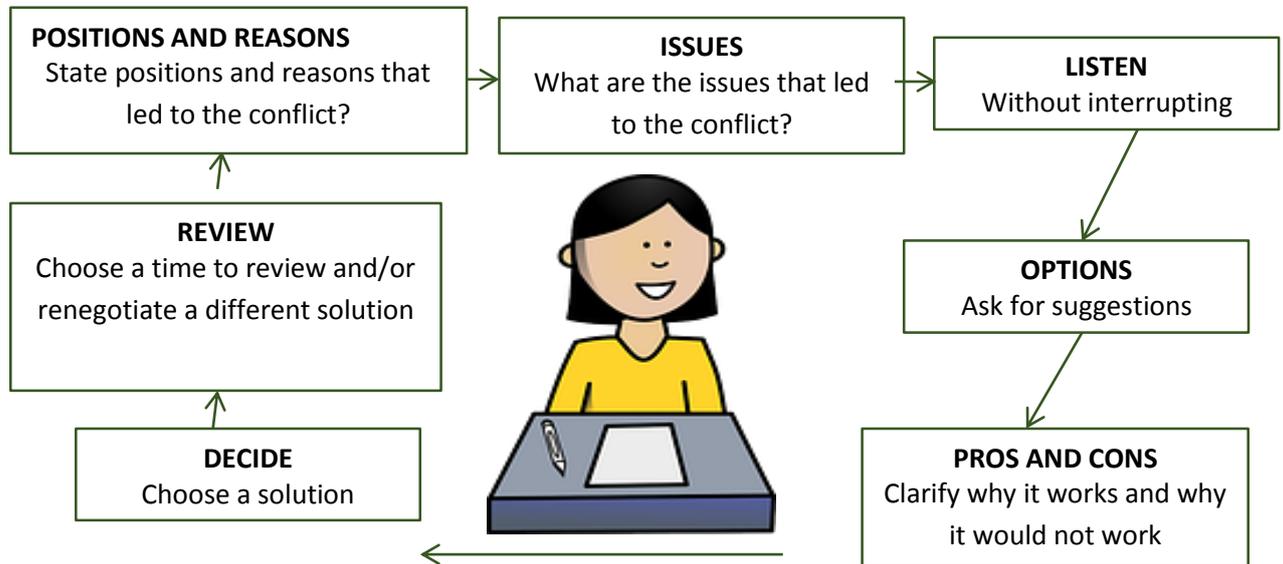
- Students develop and campaign for a community project for their class. They conduct a needs assessment and develop an action plan. They present the community project to the school leadership.

ACTION PLAN				
Action plan for:				
Specific goals:				
Responsible individual(s)				
Timeline				
Specific tasks(s)				
Task	Start date	Date needs to be completed by?	Who is involved?	What resources do we need?

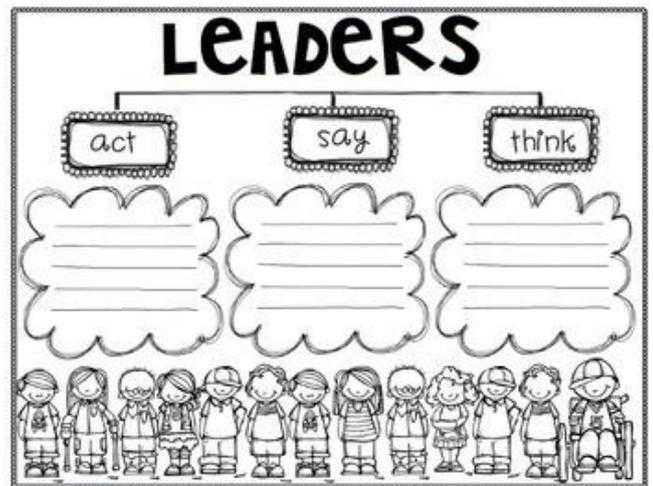
- Support project teams to monitor, track, and evaluate their progress in achieving their goals.
- Provide opportunities within projects for different roles (people) to demonstrate leadership of parts of the project.
- Provide opportunities for each team member to evaluate the manner in which they completed their project focussing on relationships between team members, modelling leadership behaviour(s), effectiveness of the teamwork.

- Provide time and strategies for mediation when issues occur.

Peer mediation is problem solving by students with other students. It is a process by which two or more students that have a problem meet with a trained student mediator to resolve the conflict/problem together. Here is an example of a peer mediation process:



- Identify what makes a good leader and what effective leadership skills are.
 - Place thoughtful leadership quotes on the wall. Make sure that the print is large and that there is plenty of room in between quotes. Each student should get up and stand next to the quote that they can best relate to. When called upon they must explain why they chose the quote and how it relates to effective leadership.
 - Within a small group, students should each identify one person that they think is a good leader. The group should consider what qualities this person has that makes him/her a good leader. The common qualities should be recorded and noted as the best leadership traits.
 - Support students to list words that describe what effective leaders think, what effective leaders say and how effective leaders act.





- Provide concrete lessons on developing emotional intelligence
- Incorporate a buddy programme to help students in various areas, or to mentor new or younger students.
- Study great leaders and their values, goals and backgrounds.
- Train students to plan their work/projects, setting goals and objectives. Provide opportunities for student to implement these plans, monitor their progress, and reflect on their outcomes.

What is our task?

What are our goals? What do we need to do to achieve these goals?

What are our actions to meet these goals?

How will we present this?

Who is going to do what task?

SET A GOAL

What are your group's goals?

DEVELOP A STRATEGY

Brainstorm a list of ways to accomplish your goal. Choose your favourite.

Brainstorm a list of names for your event or activity. Choose your favourite.

What resources or skills do the members of your group have that can be used for this event or activity?

What are the responsibilities of each member of your group?

What are some challenges you will need to overcome in order to accomplish your goal?

How will you promote the event or activity?

Do you need any special equipment or skills? How will you get them?

How will you measure success?

ORGANISE YOUR GROUP

How often will your group meet to plan the event or activity?

What is the contact information for each member of your group? (if not in same class)

- Support student leaders to identify and mitigate any risks or challenges to their groups plan.



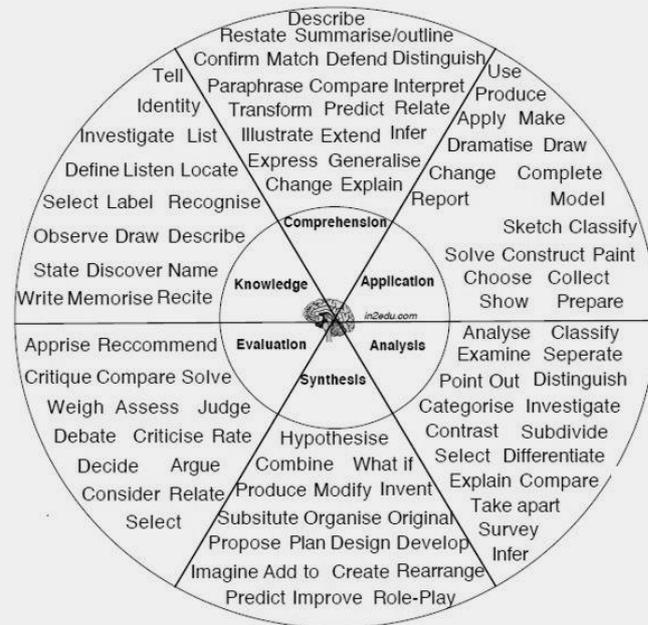
What are some of the 'not so good' things that could happen? (risks or challenges)	What are the 'good' things that could happen?
How can I make sure these <u>do not</u> happen?	How can I make sure these things <u>do</u> happen?

SCF Pilot School Case Study

Blooms action verbs

SCF Pilot School

Bright Riders Private School



Many teachers are familiar with the [Blooms Taxonomy Action Verbs wheel](#), but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.

Blooms action verbs for: **Leadership and responsibility**

e.g. By the end of this lesson students will be able to **build** harmonious relationships among team members in their debating team.

Action verbs:

Organise
Fulfil
Debate
Explain

Deduce
Predict
Justify
Build

Connect
Show
Respond
Agree

Participate
Relate
Lead
Demonstrate