



Module 5: Teaching the competences and values

Guidance material	5.14 Lesson planning
What is the purpose of this material?	<ul style="list-style-type: none"> This document supports school leaders and teachers to plan for the competences and values in unit plans and lesson plans.
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers.
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?
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 lesson planning. For more information on about lesson planning read the <i>Guidance for Schools</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>. Guidance material within <i>Module 5: Teaching the competences and values</i>



5.14 Lesson planning.

If ADEC Student Competence Framework (SCF) competences and values are to be effectively implementing in classroom programmes then unit plans and lesson plans need to describe how this will occur.

What is a unit plan?

A unit plan is a medium term plan that shows the teacher's objectives and pacing for a series of lessons that could last several weeks. It is often created by a team of teachers who then use it to create their individual lesson plans. Unit plans should include the selected competences for that unit of work and show how the competences will be taught and practiced in that unit of work.

What is a lesson plan?

A lesson plan is a teachers plan for one lesson. Lesson plans describe in detail the learning objectives, teaching strategies, activities, tasks, resources, differentiation approaches and assessment approaches for a single lesson or a series of lessons. Lesson plans should describe in detail how the selected competences will be taught and practiced in that lesson and this should be aligned to the expectations of the SCF.

A Focus Competence

Many competences can be developed within a unit, a topic or a single lesson. However, to achieve the depth of understanding and an authentic application of the competences, teachers are advised to **have one major competence that will be the focus for that topic or unit of work** (and in some cases additional minor competences). This major competence is the one that is explicitly taught and evidence is collected on the students' progress in this focus competence.



A process for including competences in lesson plans:

1. Select the focus competence from the curriculum map

Curriculum mapping is an essential step in implementing the ADEC Student Competence Framework (SCF) in each school. The mapping process will allow schools to identify current strengths in relation to the SCF competences and values and to identify gaps that need to be addressed. A curriculum map is a document that the school has developed that outlines which competences and values are going to be focused on in each unit or topic for all subjects and grades.

Before planning units and lesson teachers need to refer to the relevant curriculum maps. It will tell them which competence and/or value is the focus for that unit or lesson and why.

For more information on curriculum mapping see the resources available in *Module 3: Curriculum design*.

Lesson planning example: A grade 3 mathematics lesson

Select the focus competence from the curriculum map

Before planning my upcoming mathematics unit for my grade 3 class I need to read the “Grade 3 Mathematics Curriculum Map”. It tells me that Collaboration/Teamwork is the competence I will focus on for this unit and why.

Curriculum Map

Grade: 3		Curriculum subject: Mathematics				
Strand	Curriculum standards	Objective/ Learning Outcome	Learning Activities & Teaching Approaches	Assessment	Values	Competences (Major & Minor)
Statistics	Data handling <ul style="list-style-type: none"> • Answer questions by collecting, organizing and interpreting data • Use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations • Use ICT to create a simple bar chart 	By the end of this unit students will be able to: <ul style="list-style-type: none"> • collaboratively plan an enquiry using a simple action plan • identify a common goal • share responsibilities and roles for team members • collect and record data using tally charts and frequency tables • design pictograms, bar charts and diagrams to show results and illustrate observations 	<ul style="list-style-type: none"> • In teams decide the data enquiry they want to explore • Decide responsibilities and roles • Collate data through doing surveys / observations • Create a simple action plan as a team • Recording, organize and interpret data • Group project 	<ul style="list-style-type: none"> • Group project • Self and peer assessment 	Respect Tolerance	Collaboration / Teamwork Problem solving Digital competence



2. Select the SCF performance indicators

The *ADEC SCF for Private Schools Framework Requirements and Exemplification (2014)* provides a progression of learning in the form of performance indicators for each competence from kindergarten / Grade 1¹ through to the end of Grade 12. Once the focus competence has been identified then the teacher needs to select SCF performance indicators that they will teach to the students and that the students will practice using. Teachers do not have to focus on all the performance indicators in a single lesson and might only select the ones that are suited to the situation or content of the lesson.

Teach and practice the competence.

It is important at this stage for the teacher to keep in mind that they need to explicitly **teach** their students how to achieve these performance indicators. It is not enough for students to **practice** the competence, they need to be explicitly taught the skills within the competence.

For copies of the SCF performance indicators see:

- *Requirements & Exemplifications* section of the *ADEC SCF for Private Schools (2014)*.
- *6.7 Competence performance indicators – by grade*
- *6.8 Competence performance indicators – by competence*

Lesson planning example: A grade 3 mathematics lesson

Select the SCF performance indicators

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, ADEC Framework Requirements and Exemplification (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: 5.14 خطة الدرس

الوحدة 5: فهم الكفاءات والتقييم



How will I **teach** students to collaborate?
How will my students **practice** collaboration?

At the end of Grade 3, learners who have effective collaborative skills are developing the ability to:

- work as team members, sharing responsibilities and tasks to achieve a common goal
- recognise the different needs and views of other members of the group, valuing the contribution of each
- maintain relationships within the group, even when there is a difference of opinion

My students need to *work as team members, sharing responsibilities and tasks to achieve a common goal*. During this unit I need to explicitly teach my students how to work as team members, how to share responsibilities and tasks and how to achieve a common goal. I think I will teach them the steps to identifying a common goal. I think I will teach them how to recognise the different needs and views of the people in their group. We also might role play what to do when they have different opinions in their group.

3. Select teaching strategies and design activities

The key to effective delivery of the competences is the approach to teaching and learning – the classroom pedagogy adopted. For many teachers this means changing the way they plan and deliver classes to make sure students are acquiring not just subject knowledge and understanding but developing skills that can be applied in other subjects or situations beyond school. To support teachers in designing teaching strategies, modern learning approaches and student activities teachers can...

- Brainstorm ideas, using the SCF performance indicators.
- Reflect on the effective teaching strategies, modern learning approaches and student activities they have used in the past.
- Share ideas with other teachers - what have they done that has been effective?
- Read and make use of the teaching strategies guidance material within *Module 5: Teaching the competences and values*.

Lesson planning example: A grade 3 mathematics lesson

Select teaching strategies and design activities



I can get ideas from the SCF guidance material. In **Module 4: Understanding the competences and values** I can find out what collaboration/teamwork is and why it is important.

4.1.8 What is Collaboration/Teamwork

In **Module 5: Teaching the competences and values** there are resources to support the teaching of each competence. There are four resources provided for each of the 13 competences: one each for kindergarten, grades 1 to 6, grades 7 to 9 and grades 10 to 12. They have activities for students, teaching strategies, templates, graphic organisers, website links, and case studies from SCF Pilot schools.

5.8 Teaching Collaboration/Teamwork KG

5.8.1 Teaching Collaboration/Teamwork G1-6

5.8.2 Teaching Collaboration/Teamwork G7-9

5.8.3 Teaching Collaboration/Teamwork G10-12

What is our group common goal/task?			
What do we already know that will help us? What can we already do that will help us?			
Group member 1	Group member 2	Group member 3	Group member 4
How will we make sure we use what already know/can do?			

Leader

- Make sure everyone is doing his or her job.
- Encourage your group members to do their best.
- Make sure the project is completed.

Recorder

- Do all the writing for your project.
- Fill out any forms for your group.
- Help clean up.

Speaker

- Will present the project to the classroom.
- Will talk with teacher if there are any questions or problems.
- Help clean up.

4. Include the focus competence in lesson plans

To ensure the focus competence is genuinely part of the lesson the teacher needs to include the competence in their lesson plan. When writing their lesson plan the teacher should:

- Write the focus competence into the lesson plan.
- Write in the lesson plan the selected performance indicators. Preferably these should be re-written as lesson outcomes and reflect the context and content of the lesson.
- Describe how the competence and performance indicators will be taught and practiced.
- Describe how the competence and performance indicators will be assessed.
(for more information see 6.2 A guide to assessing competences)

Lesson planning example: A grade 3 mathematics lesson



Include the focus competence in lesson plans

Lesson plan	
Class: Grade 3	Year: 2015-2016
Subject: Math	Resource:
Topic: Data handling	Sessions: 3 weeks
Curriculum objectives: Data handling <ul style="list-style-type: none"> Answer questions by collecting, organizing and interpreting data Use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations Use ICT to create a simple bar chart 	
Competences and performance indicators: <p>Major: Collaboration / Teamwork</p> <ul style="list-style-type: none"> work as team members, sharing responsibilities and tasks to achieve a common goal recognise the different needs and views of other members of the group, valuing the contribution of each maintain relationships within the group, even when there is a difference of opinion <p>Minor: Problem solving, Digital competence</p>	
Learning outcomes: By the end of this unit students will be able to: <ul style="list-style-type: none"> collaboratively create a simple action plan including describing a common goal share responsibilities and tasks across the group collect and record data using tally charts and frequency tables design pictograms, bar charts and diagrams to show results and illustrate observations (including using Excel) answer questions from other groups/teacher about their enquiry 	



Concept map:



Methodology:

- Data handling enquiry process - Encourage students to move back and forward within the data handling process as needed during the enquiry
- Mini workshops – teach data handling skills and techniques (e.g. tally charts mini workshop)

Practical method:

- Groups brainstorm enquiry topics/questions and decide as a group which topic/question to explore
- Each group will work through their collective enquiry question using a the data handling process
- Each group will have a simple action plan, including outlining each group members responsibilities

Project method:

- Each group will present a final group project that will include:
 - Plan – their simple action plan
 - Collect – the collection methods they used (e.g. tally charts)
 - Organise – description of how they organised their data and how they worked together
 - Interpret – their results (pictograms, bar charts and diagrams) and interpretation of those results

Classroom assessment:

- Group project
- Student self-assessment/reflections about their enquiry and working collaboratively
- Peer assessment – rating scales about their enquiry and working collaboratively



5. Explicitly teach and practice the competence during the lesson

Teachers need to explicitly teach their students how to achieve these performance indicators. It is not enough for students to practice the competence, they need to be explicitly taught the skills within the competence. Teachers also need to share with their students which competence and performance indicators they are learning and why it is important. This can be done in a range of ways:

- Write the focus competence on the whiteboard or attach a paper/laminated copy onto the whiteboard.
- Include the performance indicators in the lesson objectives that are shared with students.
- Include the focus competence in the PowerPoint used during the lesson.
- Refer to a SCF competences wall display in the classroom (see case study below).
- Talk about why this competence is relevant in the real world.
- Include the competence in the success criteria.
- Give students feedback related to the performance indicators.
- Support students to reflect on how well they have practiced the competence
 - Students could write an exit ticket.
 - Students could self-assess by highlighting where they think they are on a rubric.
 - Students write a reflective comment.

(for more information see 6.2 A guide to assessing competences)

Lesson planning example: A grade 3 mathematics lesson

Explicitly teach and practice the competence during the lesson

I will make the focus competence explicit to my students when I:

- Share the lesson learning outcomes with my students.
- Make it clear that collaboration is our focus competence this week in math and use our class competences wall display.
- I will ask them to share with their talking buddy a time when they had to work in a team.
- I will include collaboration in the lesson success criteria.

Learning outcome: We are learning to collaboratively create a simple action plan

Success criteria: Remember to...

- Check what you have been asked to do
- Do your job e.g. recorder
- Use the action plan template
- Ask team members if they agree

- Give students feedback on their statistics action plan as well as how well they worked together as a team.
- Support my students to reflect on their collaboration when they write an exit ticket answering the question “*What did you do to help your team today?*”



SCF Pilot School Case Study

Competence classroom display

SCF Pilot School

Belvedere British School

In every classroom at Belvedere British School you will see the SCF competences displayed around the classroom whiteboard. These consistent school-wide displays support both teachers and students in talking about the competences every day.

- Teachers use the competences wall display at the start of the lesson to tell the students which competence they will be focussing on during their learning that day.
- Because each competence is on a separate card teachers can select the specific competence they want to share with their students.
- Some teachers draw arrows on the whiteboard pointing to the focus competence for that day's learning.
- When a student demonstrates a competence the teachers use the competence display to talk to the students about which competence they are exhibiting and how they are demonstrating it.
- Students are encouraged to take a competence off the wall and share with their class why they feel it is an important part of that day's lesson and how they experienced that competence during the lesson.



'It has become a very useful tool for teachers to instantly reference and for students to keep the idea of which competence focus they are working on.'

Philip Davies, Assistant Vice Principal
Belvedere British School