

## Module 6: Assessment, monitoring and evaluation

Guidance material	6.6 Competence performance indicators – by grade
What is the purpose of this material?	<ul style="list-style-type: none"> <li>The <i>ADEC SCF for Private Schools Framework Requirements and Exemplification (2014)</i> provides a progression of learning in the form of performance indicators for each competence from kindergarten / Grade 1<sup>1</sup> through to the end of Grade 12.</li> <li>This document includes all the performance indicators for each competence organised <b>by grade</b>.</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 competences/values in their class programme.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>School leaders</li> <li>Heads of Faculty</li> <li>All teaching staff</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</li> <li>1.3 Definitions matching activity</li> <li>1.5 Close reading of ADEC SCF –Executive Summary</li> <li>1.6 Close reading of ADEC SCF –Framework Requirements &amp; Exemplifications.</li> </ul> </li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>Teachers will use these performance indicators when: <ul style="list-style-type: none"> <li>Planning units of work</li> <li>Writing lesson plans</li> <li>Creating lesson learning objectives</li> <li>Designing activities an task for students</li> <li>Creating assessment tasks or tools (e.g. rubrics)</li> <li>Making and reporting assessment decisions</li> </ul> </li> <li>Students can use these performance indicators when: <ul style="list-style-type: none"> <li>Self or peer assessing</li> <li>Reflecting on their own progress in the competences</li> </ul> </li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Make sure teachers are aware that the performance indicators for each competence can be found in the <i>Requirements &amp; Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.</li> </ul>

<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, 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: 6.6 مؤشرات أداء الكفاءات – المرحلة الصفية

الوحدة 6: التقويم و الرصد والتقييم



## Kindergarten

### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>articulate the problem they are asked to solve in their own words</li> <li>complete tasks or solve simple problems, demonstrating satisfaction or delight when achieved.</li> </ul>
Critical Thinking	--
Creativity	<ul style="list-style-type: none"> <li>demonstrate creativity when working individually or in groups</li> <li>use their imagination when involved in play and structured activities</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>demonstrate curiosity and creativity and an increasing involvement in the learning opportunities and activities provided</li> </ul>
Digital Competence	--

### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>use verbal and non-verbal methods of communication in their play and activities</li> </ul>
Leadership	--
Self- Confidence	<ul style="list-style-type: none"> <li>demonstrate increasing self-direction and independence</li> </ul>
Entrepreneurship	--
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>act with care and consideration when working in groups, taking turns and sharing, and appreciating the feelings of others</li> </ul>
Initiative/ self-motivation	<ul style="list-style-type: none"> <li>suggest and show different ways of achieving set tasks</li> </ul>

### National and Global Citizenship Skills

Global and Environmental Awareness	<ul style="list-style-type: none"> <li>interact positively with others of different backgrounds</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>show respect for themselves, others, and the learning environment during play and activities</li> </ul>

## Grade 1

### Learning and thinking skills

#### Problem Solving

- solve problems
- consider other ways to solve problems
- communicate solutions
- analyse solutions to problems
- identify that there may be obstacles

#### Critical Thinking

- recognise and solve problems
- state an opinion
- state what they believe

#### Creativity

- communicate imaginative and original ideas, artefacts or approaches
- use imagination in their work
- analyse creative approaches
- understand that creativity can be frustrating

#### Independent Learning

- Use their learning opportunities to build their knowledge and experience
- Ask for help

#### Digital Competence

- use age appropriate information and communication technologies to support learning
- access information from digital sources
- use technology in a responsible way

### Personal and Social Skills

#### Communication

- use verbal and non-verbal methods of communication
- listen attentively

#### Leadership

- work with others to complete simple but relevant tasks
- develop positive relationships

#### Self- Confidence

- demonstrate self-direction and independence
- recognise their strengths
- manage their emotions
- communicate their feelings

#### Entrepreneurship

- persist in accomplishing new challenges and tasks
- show curiosity and a willingness to try new activities

#### Collaboration/ teamwork

- work as team members, taking turns
- recognise the feelings of other members of the group



	<ul style="list-style-type: none"> <li>• maintain positive relationships</li> </ul>
Initiative/ self-motivation	<ul style="list-style-type: none"> <li>• recognise problems</li> <li>• complete tasks</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>• identify environmental issues</li> <li>• understand their local environment</li> <li>• interact positively with others of different backgrounds</li> </ul>
Cultural Awareness/citizenship	<ul style="list-style-type: none"> <li>• understand the culture and traditions of their local community</li> <li>• understand the multicultural nature of the UAE/Abu Dhabi</li> <li>• make a positive contribution to their class</li> <li>• show respect for themselves, others and the learning environment during play and activities</li> </ul>

## Grade 2

### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>• solve problems using a variety of methods and skills</li> <li>• consider different ways to solve problems</li> <li>• analyse solutions to problems</li> <li>• identify obstacles</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• solve a variety of problems using their knowledge and understanding</li> <li>• state and support an opinion</li> <li>• differentiate between beliefs</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• recognise new ideas, artefacts or approaches</li> <li>• use creative methods in their work</li> <li>• analyse creative work</li> <li>• understand that creative work can present challenges and difficulties</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• use their knowledge and understanding to undertake a task or activity with some support and supervision</li> <li>• ask for help from peers</li> <li>• set targets for their learning</li> <li>• identify the outcomes of their learning</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>• use information and communication technologies in their learning environment</li> <li>• access information from a relevant number of digital sources</li> <li>• consider the truth of information and data sources</li> <li>• use technologies in a responsible way</li> </ul>

### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>• understand that there are a variety of methods one can use to communicate</li> <li>• communicate clearly</li> <li>• listen attentively to communication from others</li> <li>• use technology to communicate</li> <li>• understand that communication differs around the world</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• work with others to determine and complete tasks</li> <li>• plan actions with teams or groups to complete tasks</li> <li>• develop positive relationships with team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• take on tasks, learn from doing the tasks</li> <li>• recognise their strengths</li> <li>• manage their emotions</li> <li>• communicate their feelings</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• try new activities</li> <li>• persist in accomplishing new challenges and tasks</li> <li>• show curiosity and a willingness to try new activities</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>• work productively as team members, sharing responsibilities and tasks to achieve a common goal</li> <li>• recognise the different needs of other members of the group</li> <li>• maintain positive relationships within the group, recognise that there may be different opinions</li> </ul>



Initiative/ self-motivation	<ul style="list-style-type: none"> <li>• work with some direction</li> <li>• recognise the need to resolve problems</li> <li>• always complete set tasks</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>• identify global and environmental issues</li> <li>• understand the quality of their local environment</li> <li>• act in a positive manner towards others regardless of their background</li> </ul>
Cultural Awareness/citizenship	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the history, culture and traditions of their local community</li> <li>• demonstrate knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi</li> <li>• make a positive contribution to their class</li> <li>• have a positive influence on their peers</li> </ul>



### Grade 3

#### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>• solve problems using different methods and skills</li> <li>• understand that there may be more than one way to solve problems</li> <li>• communicate solutions to problems</li> <li>• analyse solutions for solving problems</li> <li>• identify obstacles and alternative possible solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• solve a variety of problems in multiple ways using knowledge and understanding</li> <li>• state an opinion, evaluate other opinions</li> <li>• understand that their beliefs represent a specific point of view</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• identify new and original ideas, artefacts or approaches, solutions to problems</li> <li>• use creative methods in their work</li> <li>• analyse creative work for usefulness</li> <li>• recognise challenges in bringing their work to fruition</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• use their acquired knowledge, understanding and skills to undertake a task or activity with some support and supervision</li> <li>• use resources or technologies to support their learning</li> <li>• set targets for their learning</li> <li>• identify the strengths, weaknesses and outcomes of their learning</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>• use multiple information and communication technologies in their learning environment</li> <li>• access information from a few digital sources</li> <li>• realise that not all information and data sources are authentic</li> <li>• use technologies in a responsible way</li> </ul>

#### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>• use multiple methods to communicate</li> <li>• communicate clearly</li> <li>• respond respectfully to communication from others</li> <li>• use modern technologies as a means of communication</li> <li>• understand that there are local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• work with teams or groups to achieve commonly agreed objectives</li> <li>• demonstrate planning, and self-direction in deciding the team's objectives</li> <li>• guide their peers and team members</li> <li>• develop positive relationships with and among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• tackle tasks and be willing to make mistakes</li> <li>• recognise their strengths and weaknesses</li> <li>• manage their emotions</li> <li>• communicate their thoughts and feelings</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• identify and try new activities</li> <li>• recognise basic financial and business knowledge</li> <li>• show curiosity and a willingness to try new challenges</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>• work as team members, sharing responsibilities and tasks to achieve a common goal</li> <li>• recognise the different needs and views of other members of the group, valuing the contribution of each</li> <li>• maintain relationships within the group, even when there is a difference of opinion</li> </ul>



Initiative/ self-motivation	<ul style="list-style-type: none"> <li>• work with some direction or compulsion</li> <li>• resolve problems</li> <li>• always complete set tasks</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>• understand that there are global and environmental issues</li> <li>• understand that they can contribute to improving the quality of their local environment</li> <li>• act in a positive manner towards others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/citizenship	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the history, culture and traditions of the UAE</li> <li>• demonstrate knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi</li> <li>• make a positive contribution to their school, including suggestions for improving the school environment</li> <li>• have a positive influence on their peers and others</li> </ul>

### Grade 4

#### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>• solve problems using different methods, technologies and skills</li> <li>• understand that there may be more than one way to do things or to solve problems</li> <li>• communicate solutions to problems</li> <li>• analyse solutions to determine effective ways to solve problems</li> <li>• identify obstacles, options and consider alternative solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• solve problems in multiple ways using their knowledge and understanding</li> <li>• understand the difference between an opinion and an argument, construct and evaluate arguments</li> <li>• recognise that their beliefs and values are personal, respect others who may have different beliefs and values</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• communicate new and original ideas, artefacts or approaches, solutions to problems</li> <li>• use creative methods in their work</li> <li>• analyse creative work for usefulness, apply analysis to their own work</li> <li>• recognise challenges and difficulties in bringing their work to fruition</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• use their acquired knowledge, understanding and skills to undertake a task or activity with minimal support and supervision</li> <li>• use resources and technologies to support their learning</li> <li>• set appropriate targets and timescales for their learning</li> <li>• identify and review the strengths, weaknesses and outcomes of their learning</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>• use a relevant number of information and communication technologies in their learning environment</li> <li>• access and select information from multiple digital sources</li> <li>• investigate the authenticity of information and data sources</li> <li>• use technologies in a responsible and ethical way</li> </ul>

#### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>• use multiple methods to communicate in a range of settings</li> <li>• communicate clearly using a range of methods</li> <li>• provide clarification when responding to communication from others</li> <li>• use a range of modern technologies as a means of communication</li> <li>• identify local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• manage teams or groups to achieve commonly agreed objectives</li> <li>• demonstrate good planning, initiative and self-direction in deciding the team's objectives</li> <li>• use their positive influence to guide their peers and team members</li> <li>• develop positive relationships with and among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• tackle tasks and activities, be willing to make mistakes, understand that sometimes they may fail</li> <li>• recognise their strengths and weaknesses, reflect on their learning</li> <li>• use strategies to manage emotions</li> <li>• communicate their thoughts and feelings with minimal hesitation</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• contribute to new activities</li> <li>• recognise basic financial and business knowledge</li> <li>• show curiosity and initiative and a willingness to try new challenges</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>• work productively as team members, share responsibilities and tasks with a common goal</li> <li>• be sympathetic to the views of other members of the group</li> <li>• maintain positive relationships within the group, even when there is a difference of opinion</li> </ul>



Initiative/ self-motivation	<ul style="list-style-type: none"> <li>work with limited direction or compulsion</li> <li>resolve problems with minimal prompting</li> <li>always complete set tasks</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>understand that there are global and environmental issues and solutions</li> <li>develop an understanding of how they can contribute to improving the quality of their local environment</li> <li>act in a positive manner towards others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the history, culture and traditions of the UAE</li> <li>demonstrate knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi</li> <li>make a positive contribution to their school and local community, including acting upon suggestions for improving the school environment</li> <li>have a positive influence on their peers and others</li> </ul>



### Grade 5

#### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>• solve different types of problems using a variety of methods, technologies and skills</li> <li>• demonstrate that there may be more than one way to do things or to solve problems</li> <li>• communicate solutions to problems</li> <li>• analyse solutions to determine effective and/or efficient methods to solve problems</li> <li>• identify obstacles, weigh up options and generate alternative solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• solve problems in conventional or innovative ways using their knowledge and understanding</li> <li>• identify and construct arguments based on evidence</li> <li>• recognise that their own beliefs and values differ from other perspectives</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• demonstrate originality and inventiveness in developing ideas, artefacts or solutions to problems</li> <li>• use a variety of creative methods in their work</li> <li>• analyse and evaluate their work for usefulness</li> <li>• be willing to accept challenges and difficulties in bringing their work to fruition</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• use their acquired knowledge, understanding and skills to undertake a task or activity with minimal supervision</li> <li>• use a range of resources and technologies to support their learning</li> <li>• plan and set appropriate targets and timescales for their learning</li> <li>• identify and review the strengths, weaknesses and outcomes of their learning and adapt their learning accordingly</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>• use a relevant number of information and communication technologies in their learning environment</li> <li>• access and select information from a relevant number of digital sources</li> <li>• evaluate information and data sources</li> <li>• use technologies in a responsible and ethical way</li> </ul>

#### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>• use multiple methods and strategies to communicate in a range of settings</li> <li>• communicate clearly using a range of methods</li> <li>• provide clarification when responding to communication from others</li> <li>• use a range of modern technologies as a means of communication</li> <li>• describe local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• manage teams or groups to achieve commonly agreed objectives</li> <li>• demonstrate good planning, initiative and self-direction in deciding the team's objectives</li> <li>• use their positive influence to guide their peers and team members</li> <li>• develop positive relationships among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• tackle tasks and activities without fear of failure</li> <li>• recognise their strengths and their weaknesses, reflect on their learning and contributions</li> <li>• use a range of strategies to manage their emotions</li> <li>• communicate their thoughts and feelings without hesitation</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• contribute to new activities</li> <li>• develop basic financial and business knowledge</li> <li>• show curiosity and initiative and a willingness to try new challenges</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>• work productively as team members, share responsibilities and tasks to achieve a common goal</li> <li>• be sympathetic to the needs and views of other members of the group</li> </ul>



	<ul style="list-style-type: none"> <li>maintain positive relationships within the group, even when there is a difference of opinion</li> </ul>
Initiative/ self-motivation	<ul style="list-style-type: none"> <li>work with minimal direction or compulsion</li> <li>resolve problems without prompting</li> <li>always complete set tasks</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>demonstrate understanding of global and environmental issues and solutions</li> <li>contribute to improving the quality of their local environment</li> <li>act in a positive manner towards others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the history, culture and traditions of the UAE</li> <li>demonstrate knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi</li> <li>make a positive contribution to their school, including managing and acting upon suggestions for improving the school environment</li> <li>have a positive influence on their peers</li> </ul>



### Grade 6

#### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>• solve different types of problems using appropriate methods, technologies and skills</li> <li>• demonstrate and weigh multiple ways to do things or to solve problems</li> <li>• communicate solutions to problems in ways appropriate for the problem solved</li> <li>• analyse solutions to determine the most effective and/or efficient methods to solve problems</li> <li>• identify and overcome obstacles, weigh up options and generate alternative solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• solve problems in both conventional and innovative ways using their acquired knowledge and understanding</li> <li>• identify and construct arguments in a logical manner</li> <li>• reflect on their own beliefs and values</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• demonstrate originality and inventiveness in developing ideas, artefacts or solutions to problems</li> <li>• use a variety of creative methods in their work</li> <li>• analyse and evaluate their work for usefulness and further improvements</li> <li>• overcome challenges and difficulties in bringing their work to fruition</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• use their acquired knowledge, understanding and skills to undertake a task or activity without supervision</li> <li>• use a range of resources and technologies to support their learning</li> <li>• plan and set appropriate targets and timescales for their learning</li> <li>• identify and review the strengths, weaknesses and outcomes of their learning and adapt their learning accordingly</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>• effectively use a number of information and communication technologies in their learning environment</li> <li>• access and select information from a relevant number of digital sources</li> <li>• evaluate information and data sources for authenticity</li> <li>• use technologies in a responsible and ethical way</li> </ul>

#### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>• use multiple strategies and methods to communicate in a range of settings</li> <li>• communicate confidently and clearly using a range of methods</li> <li>• provide clarification when responding to communication from others</li> <li>• use a range of modern technologies as a means of communication</li> <li>• describe local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• manage teams or groups to achieve commonly agreed objectives</li> <li>• demonstrate good planning, initiative and self-direction in deciding the team's objectives</li> <li>• use their positive influence to guide their peers and team members</li> <li>• develop positive relationships among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• tackle tasks and activities without fear of failure</li> <li>• recognise their strengths and weaknesses to reflect on and evaluate their learning and contributions</li> <li>• use a range of strategies to manage their emotions</li> <li>• communicate their thoughts, feelings and ideas clearly and without hesitation</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• contribute effectively in new activities</li> <li>• understand basic financial and business knowledge</li> <li>• show curiosity and initiative and a willingness to try new challenges</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>• work productively as team members, sharing responsibilities and tasks to achieve a common goal</li> <li>• be sympathetic to the needs and views of other members of the group, valuing the contribution of each</li> </ul>



	<ul style="list-style-type: none"> <li>maintain positive relationships within the group, even when there is a difference of opinion</li> </ul>
Initiative/ self-motivation	<ul style="list-style-type: none"> <li>work without direction or compulsion</li> <li>resolve problems without prompting</li> <li>always complete set tasks</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>demonstrate understanding of global and environmental issues and the solutions proposed to resolve them</li> <li>contribute to improving the quality of their local environment</li> <li>act in a positive manner towards others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of the history, culture and traditions of the UAE and their role as a UAE/Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li> <li>demonstrate knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi</li> <li>make a positive contribution to their school and local community, including managing and acting upon suggestions for improving the school environment</li> <li>have a positive influence on their peers and others</li> </ul>



### Grade 7

#### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>make use of their knowledge and skills to find a solution or solutions to a posed problem; identify problems within a given situation</li> <li>undertake research into a topic or area making use of higher order skills such as analysis and evaluation</li> <li>solve different types of problems which may range from simple to complex, and present solutions in the context of the problem</li> <li>use different technologies to solve problems</li> <li>Identify alternative approaches to problem solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>try unconventional and innovative approaches with unfamiliar problems and situations</li> <li>identify, construct, and evaluate arguments based on central ideas</li> <li>recognise that their viewpoint may be different from the diverse viewpoints of others</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>demonstrate originality and inventiveness in creating new and worthwhile ideas, artefacts or solutions to problems</li> <li>differentiate between a variety of creative techniques</li> <li>incorporate feedback to revise creative work</li> <li>recognise what makes the work of others creative</li> <li>be willing to make mistakes, and to experience failure as a normal difficulty and challenge and difficulty in the creative process</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>use their acquired knowledge, understanding and skills to undertake a task or activity without supervision</li> <li>take responsibility for their own learning</li> <li>undertake study and research using a multiple resources and technologies</li> <li>set and monitor relevant targets for their learning</li> <li>plan how to use their time and resources</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>use a range of information and communication technologies to solve problems and present and communicate information</li> <li>access and select information from multiple digital sources</li> <li>evaluate information and data sources for relevance</li> <li>use technologies in a responsible and ethical way</li> <li>manage information flows and data</li> </ul>

#### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>communicate thoughts and ideas clearly, confidently and effectively for a range of purposes and audiences</li> <li>organise their communication</li> <li>listen attentively to decipher and respond to communications from others</li> <li>use a range of modern technologies as a means of communication</li> <li>develop an understanding of local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>manage teams or groups to achieve commonly agreed objectives</li> <li>communicate commonly agreed objectives to the group or team, and to others</li> <li>demonstrate planning, initiative and self-direction in deciding the team's objectives</li> <li>use their positive influence to guide their peers and team members</li> <li>build positive relationships with and among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>perform roles or tasks without fear of failure, learn from mistakes when they occur</li> <li>communicate clearly with peers and others</li> <li>understand their own strengths and weaknesses</li> <li>contribute positively to a debate or argument</li> <li>seek guidance when they do not understand something</li> </ul>



Entrepreneurship	<ul style="list-style-type: none"> <li>contribute to the design or development of innovative artefacts, activities or ideas</li> <li>work by themselves or in teams, in new activities</li> <li>use financial or business knowledge and understanding</li> <li>use technology to research unfamiliar activities and pursuits</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>work with others to reach a common goal, using and sharing their acquired knowledge and understanding</li> <li>work respectfully with others from diverse backgrounds</li> <li>contribute to a productive team ethic</li> <li>value the views of others to achieve a common goal</li> <li>share roles and responsibilities for tasks and activities</li> </ul>
Initiative/ self- motivation	<ul style="list-style-type: none"> <li>initiate activities and tasks</li> <li>work towards goals and targets with minimal direction or compulsion</li> <li>recognise and take action to resolve problems and issues without prompting or direction</li> <li>persevere</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>demonstrate understanding of global and environmental issues and the range of solutions proposed to resolve them</li> <li>act in a positive manner to improve the quality and sustainability of their local community</li> <li>develop, and maintain positive relationships with others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>understand the history, culture and traditions of the UAE and their role as a UAE/Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li> <li>understand the multicultural nature of the UAE/Abu Dhabi and its social, economic and cultural impact on the region</li> <li>participate positively in the life of the local community</li> <li>develop concern for the health and wellbeing of others</li> <li>model effective citizenship</li> </ul>



Grade 8	
Learning and thinking skills	
Problem Solving	<ul style="list-style-type: none"> <li>• make use of their knowledge and skills to find a suitable solution to a posed problem; identify potential problems within a given situation</li> <li>• undertake research into a topic or area making use of higher order skills such as analysis, synthesis, critical thinking and creativity</li> <li>• solve different types of problems (theoretical or practical)</li> <li>• use technology appropriate to solving problems</li> <li>• compare approaches to problem solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• explore unconventional and innovative approaches to solve unfamiliar problems using their knowledge and understanding</li> <li>• identify, construct and evaluate arguments through connecting ideas</li> <li>• identify inconsistencies and mistakes in reasoning</li> <li>• articulate their own beliefs and values from an local and global perspective</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• demonstrate originality and inventiveness in creating new and worthwhile ideas, artefacts or solutions to problems</li> <li>• use a range of idea creation techniques, including brainstorming with others</li> <li>• use the analysis and evaluation of creative endeavours, and incorporate feedback, to revise work</li> <li>• recognise what makes the work of others creative</li> <li>• understand that creativity means making mistakes, and learn from failures</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• use their acquired knowledge, understanding and skills to undertake a task or activity without supervision</li> <li>• take responsibility for their own learning</li> <li>• undertake study and research using a range of resources and technologies</li> <li>• set and monitor relevant and challenging targets for their learning</li> <li>• plan and manage their time and resources</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>• use a range of information and communication technologies to solve problems and present and communicate information</li> <li>• access and select information from a range of digital sources</li> <li>• evaluate information and data sources for relevance</li> <li>• use a range of technologies in a responsible and ethical way</li> <li>• manage information flows and data efficiently and effectively</li> </ul>
Personal and Social Skills	
Communication	<ul style="list-style-type: none"> <li>• communicate thoughts and ideas clearly, confidently and effectively using multiple methods for a range of purposes and audiences</li> <li>• organise the content of their communication</li> <li>• listen effectively and empathetically to decipher and respond to communication from others</li> <li>• use a wide range of modern technologies as a means of communication</li> <li>• demonstrate an understanding of local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• organise others to achieve a common goal, purpose or vision</li> <li>• communicate commonly agreed objectives and how the group or team needs to work together to meet them</li> <li>• agree on actions and activities to achieve the team or group objectives</li> <li>• demonstrate personal skills and attributes that contribute to the leadership role</li> <li>• build harmonious and effective relationships with and among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• perform roles or tasks without fear of failure or making mistakes, learn from mistakes when they occur</li> <li>• communicate with peers and others clearly and without nervousness</li> </ul>



	<ul style="list-style-type: none"> <li>understand their own strengths and weaknesses</li> <li>contribute positively to debate and argument</li> <li>seek guidance when they do not understand something</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>contribute to the design or development of innovative artefacts, activities or ideas</li> <li>work effectively by themselves or in teams, in new activities</li> <li>use financial or business knowledge and understanding to good effect</li> <li>use technology to research unfamiliar activities and pursuits</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>work productively with others to reach a common goal, using and sharing their acquired knowledge and understanding</li> <li>work respectfully with others from diverse backgrounds</li> <li>contribute to a harmonious and productive team ethic</li> <li>value and accommodate the views of others to achieve a common goal</li> <li>share roles and responsibilities for tasks and activities</li> </ul>
Initiative/ self- motivation	<ul style="list-style-type: none"> <li>initiate activities and tasks which advance their knowledge, understanding and skills</li> <li>work towards goals and targets without direction or compulsion</li> <li>recognise and take action to resolve problems and issues without prompting or direction</li> <li>influence others through their assuredness</li> <li>persevere in all they do</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>demonstrate understanding of global and environmental issues and the range of solutions proposed to resolve them</li> <li>act in a positive manner to improve the quality and sustainability of their local community</li> <li>develop, and maintain positive relationships with others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>demonstrate an understanding of the history, culture and traditions of the UAE and their role as a UAE/ Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li> <li>demonstrate an understanding of the multicultural nature of the UAE/Abu Dhabi and its social, economic and cultural impact on the region</li> <li>participate positively in the life of the local community</li> <li>show concern for the health and wellbeing of others</li> <li>act as a role model for effective citizens</li> </ul>

## Grade 9

### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>make use of their previously acquired knowledge and skills to find a suitable solution or solutions to a posed problem; identify potential problems within a given situation</li> <li>undertake research into a topic or area making use of the higher order skills such as analysis, synthesis, critical thinking and creativity</li> <li>solve different types of problems which may range simple to complex, pre- or ill-defined, new or established, theoretical or practical</li> <li>use different technologies to solve problems and present solutions</li> <li>analyse approaches to problem solutions</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>solve unfamiliar problems in both conventional and innovative ways using their acquired knowledge and understanding</li> <li>identify, construct and evaluate arguments making connections between ideas</li> <li>identify and detect logical inconsistencies and mistakes in reasoning</li> <li>reflect on their own beliefs and values from a local and global perspective.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>demonstrate originality and inventiveness in creating new and worthwhile ideas, artefacts or solutions to problems</li> <li>use an extensive range of idea creation techniques</li> <li>analyse and evaluate the output of their endeavours and use this for refining their work</li> <li>appreciate the relevance and use of the creative work of others, and learn from this</li> <li>respond positively to challenges and difficulties which impact on the successful completion of their endeavours</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>use their acquired knowledge, understanding and skills to undertake a task or activity without supervision</li> <li>take responsibility for their own learning</li> <li>undertake study and research using a range of resources and technologies</li> <li>set and monitor relevant and challenging targets for their learning</li> <li>plan and manage their time and resources</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>effectively use a range of information and communication technologies to solve problems and present and communicate information</li> <li>access, select and analyse information from a range of digital sources</li> <li>evaluate information and data sources for relevance and purpose</li> <li>use a range of technologies in a responsible and ethical way</li> <li>manage information flows and data efficiently and effectively</li> </ul>

### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>communicate thoughts and ideas clearly, confidently and effectively using a range of methods for a range of purposes and audiences</li> <li>organise the content of their communication into a suitable format</li> <li>listen effectively and empathetically to decipher and respond to communication from others</li> <li>use a wide range of modern technologies as a means of communication</li> <li>demonstrate an understanding of local and global perspectives of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>organise and manage others to achieve a common goal, purpose or vision</li> <li>communicate to team or group members commonly agreed objectives and then ensure that all work together to achieve the goal</li> </ul>



	<ul style="list-style-type: none"> <li>• agree a range of actions and activities for achieving the team or group objectives</li> <li>• demonstrate a range of relevant personal skills and attributes that contribute to the leadership role, including acting as a role model</li> <li>• build successful, harmonious and effective relationships with and among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>• perform roles or tasks with confidence and without fear of failure or making mistakes, learn from mistakes when they occur</li> <li>• communicate with peers and others, clearly and without nervousness or hesitation</li> <li>• understand their own strengths and weaknesses</li> <li>• contribute positively to debate and argument</li> <li>• seek guidance and information when they do not understand something</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• assist in the design or development of innovative artefacts, activities or ideas</li> <li>• work effectively by themselves or in teams, in new activities</li> <li>• use financial and business knowledge and understanding to good effect</li> <li>• use technology to research unfamiliar activities and pursuits</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>• work productively with others to reach a common goal, using and sharing their acquired knowledge and understanding</li> <li>• work effectively and respectfully with others from diverse backgrounds</li> <li>• contribute to a harmonious and productive team ethic</li> <li>• be flexible, and value and accommodate the views of others to achieve a common goal</li> <li>• share roles and responsibilities for tasks and activities</li> </ul>
Initiative/ self- motivation	<ul style="list-style-type: none"> <li>• initiate activities and tasks which advance their knowledge, understanding and skills</li> <li>• work towards goals and targets without direction or compulsion</li> <li>• recognise and take action to resolve problems and issues without prompting or direction</li> <li>• influence others through their assuredness</li> <li>• persevere in all they do</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>• demonstrate understanding of global and environmental issues and the range of solutions proposed to resolve them</li> <li>• act in a positive manner to improve the quality and sustainability of their local community</li> <li>• understand the meaning of being a global citizen</li> <li>• develop and maintain positive relationships with others regardless of their social, cultural, or economic background</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the history, culture and traditions of the UAE and their role as a UAE/ Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li> <li>• demonstrate an understanding of the multicultural nature of the UAE/Abu Dhabi and its social, economic and cultural impact on the region</li> <li>• participate positively in the life of the local community</li> <li>• show concern for the health and wellbeing of others</li> <li>• act as a role model for others to become effective citizens</li> </ul>

Grade 10	
Learning and thinking skills	
Problem Solving	<ul style="list-style-type: none"> <li>use knowledge to identify problems and find a solution or solutions to solve the problem</li> <li>use research and enquiry to define a problem and analyse research, and analyse claims and solutions to the problem</li> <li>provide a solution to a problem and explain how the solution fits the problem</li> <li>solve a range of problems posed, including unrehearsed practical problems</li> <li>use technology and multiple resources to solve problems</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>think rationally and engage in reflective and independent thinking</li> <li>gather, evaluate, analyse and synthesise information from a variety of sources or viewpoints</li> <li>understand the connections between ideas, concepts and areas of learning</li> <li>use their knowledge to construct and evaluate arguments and hypotheses</li> <li>solve problems systematically using all available information</li> <li>reflect on the importance, relevance and justification of one's own beliefs, values and viewpoints from a local and global perspective.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>identify and use creative and new approaches to problems, engage in brainstorming</li> <li>use a variety of techniques as part of the creative process</li> <li>analyse and evaluate creative output in order to improve</li> <li>appreciate the creative work of others</li> <li>be open to new and worthwhile ideas</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>make use of their acquired knowledge, understanding and skills to undertake a task or activity without supervision or assistance from others</li> <li>take responsibility for, reflect on and evaluate their own learning and the outcomes of that learning</li> <li>undertake study and research using an extensive range of resources and technologies</li> <li>set clear, meaningful (SMART) targets which are challenging and achieved</li> <li>manage their time, resources and workload</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>use a range of information and communication technologies in a variety of digital and media environments</li> <li>access, select, and analyse information from a range of digital sources to support individual and team learning</li> <li>evaluate information and different data sources critically for relevance</li> <li>use a range of technologies in a responsible and ethical way to inform problem solving and support decision making</li> <li>manage information flows, data and sources efficiently and effectively</li> <li>identify how information and communication technologies promote understanding of global and environmental issues</li> </ul>
Personal and Social Skills	
Communication	<ul style="list-style-type: none"> <li>communicate information accurately, and as intended, to suit the purpose of the communication and the audience</li> <li>communicate using a range of methods: vocally (including via tone and pitch of voice) written (using printed or digital media such as books, magazines, websites or emails), visual (using logos, maps, charts or graphs) or non-verbal (using body language and gestures)</li> <li>organise the content of their thoughts and communication into a coherent whole</li> <li>listen attentively to decipher meaning and understanding from multiple perspectives</li> <li>use a range of modern technologies as a means to communicate effectively</li> </ul>



Leadership	<ul style="list-style-type: none"> <li>organise and manage others to achieve a common goal, purpose or vision</li> <li>communicate to team or group members a shared vision of objectives and then ensure that all work together to achieve the goal</li> <li>allocate roles and responsibilities</li> <li>build consensus for a range of actions and activities to achieving the team or groups objectives</li> <li>understand the risks associated with action and work to mitigate them when they arise</li> <li>build successful, harmonious and effective relationships with and among team members</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>take initiative</li> <li>perform roles or tasks with confidence and without fear of failure or making mistakes, learn from mistakes when they occur</li> <li>communicate clearly and purposefully without hesitation</li> <li>contribute positively to debate and arguments, and question the points of view of other people and themselves, using knowledge and relevant facts</li> <li>recognise their strengths and weaknesses, actively seek to maximise their strengths and downplay weaknesses</li> <li>acknowledge when they do not understand or are unable to perform a task, and seek guidance and information to address this</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>design or develop innovative artefacts, activities or ideas</li> <li>organise and manage teams in innovative activities and pursuits</li> <li>adapt or change things which improve the circumstances, comfort or well-being of others</li> <li>use financial and business knowledge and understanding in the design and implementation of innovative artefacts, activities or ideas</li> <li>use technologies to research and design entrepreneurial activities and pursuits</li> <li>inspire those around them</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>work productively with others from a range of social and cultural backgrounds</li> <li>build relationships based on mutual respect for other views and backgrounds</li> <li>exercise flexibility, compromise and empathy to achieve a group's common objective</li> <li>act fairly in sharing workload and responsibilities within teams</li> <li>argue a point of view with consideration when challenging the differing views of an individual or the team</li> <li>work with others to guide and motivate team members to achieve team goals</li> </ul>
Initiative/ self- motivation	<ul style="list-style-type: none"> <li>initiate a range of simple activities and tasks which advance their knowledge, understanding and skills</li> <li>plan and work towards goals and targets without the need to be pushed or managed by others</li> <li>recognise opportunities for self-advancement</li> <li>assume responsibility, make decisions and take action to resolve issues</li> <li>inspire and enthuse others with their self-confidence</li> <li>are motivated to excel in all they do and persevere regardless of hurdles, to achieve their objectives</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>use skills and competences to understand and address global issues</li> <li>act in an informed and responsible manner to build positive relationships with others regardless of their social, cultural, or economic background</li> <li>contribute in a positive manner to the quality and sustainability of their local community, the environment and society in general</li> <li>demonstrate global citizenship</li> <li>understand environmental issues, including those as a result of human endeavour, and increase knowledge to solve them</li> </ul>



<p>Cultural Awareness/ citizenship</p>	<ul style="list-style-type: none"><li>• demonstrate an informed understanding of the history, culture and traditions of the UAE and their role as a UAE/Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li><li>• demonstrate an informed understanding of the multicultural nature of the UAE/Abu Dhabi and its social, economic and cultural impact on the region</li><li>• participate in the life of the communities in which they learn and work through this understanding</li><li>• show concern for the health and wellbeing of others, both locally and globally</li><li>• articulate opinions as active and effective citizens</li></ul>
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### Grade 11

#### Learning and thinking skills

Problem Solving	<ul style="list-style-type: none"> <li>use knowledge to identify complex problems and articulate the knowledge needed to find a solution to solve those problems</li> <li>employ investigative and enquiry based approaches to a research problem, use higher order thinking skills to analyse evidence to support claims or solutions</li> <li>provide analysis of solutions and/or new solutions, weighing existing solutions within the context of the problem</li> <li>solve a range of problems posed, including ill-defined and theoretical problems</li> <li>use technology, multiple resources and communications methods as best suited to support the solution approach</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>think clearly and rationally, and engage in reflective and independent thinking</li> <li>gather, evaluate, analyse and synthesise information from a variety of sources or viewpoints</li> <li>identify the logical connections between ideas, concepts and areas of learning</li> <li>use their acquired knowledge to construct and evaluate arguments and hypotheses</li> <li>solve problems logically and systematically using available information</li> <li>reflect on the importance, relevance and justification of one's own beliefs, values and viewpoints from a local and global perspective</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>generate creative and new ideas and approaches to problems</li> <li>use a range of techniques as part of that creation</li> <li>analyse and evaluate creative output to inform revision and elaboration</li> <li>appreciate and value the creative work of others, learn from the creative output of others</li> <li>be open to challenges and difficulties, and be willing to take risks</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>make active use of their acquired knowledge, understanding and skills to undertake a task or activity without supervision or assistance from others</li> <li>take responsibility for, reflect on and evaluate their own learning and the outcomes of that learning</li> <li>undertake study and research using a range of resources and technologies</li> <li>set clear, meaningful (SMART) targets which are challenging, achieved and refined in the light of experience</li> <li>manage their time, resources and workload efficiently</li> </ul>
Digital Competence	<ul style="list-style-type: none"> <li>use a range of information and communication technologies effectively in a variety of digital and media environments</li> <li>access, select, analyse and synthesise information from a range of digital sources to support individual and team learning</li> <li>evaluate information and different data sources critically for relevance, importance and usefulness</li> <li>use a range of technologies in a responsible and ethical way to inform problem solving and support decision making</li> <li>manage complex information flows, data and sources efficiently and effectively</li> <li>understand how information and communication technologies promote understanding of global and environmental issues</li> </ul>

#### Personal and Social Skills

Communication	<ul style="list-style-type: none"> <li>communicate information accurately, clearly, and as intended, to suit the purpose of the communication and the audience</li> <li>communicate using a range of methods: vocally (including via tone and pitch of voice), written (using printed or digital media such as books, magazines,</li> </ul>
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	<p>websites or emails), visual (using logos, maps, charts or graphs) or non-verbal (using body language, gestures and the tone and pitch of voice)</p> <ul style="list-style-type: none"> <li>Organise the content of their thoughts and communication into a logical and coherent whole</li> <li>listen empathetically to decipher meaning and understanding from both local and global perspectives</li> <li>use a wide range of modern technologies as a means to communicate effectively</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>organise, manage, and guide others to achieve a common goal, purpose or vision</li> <li>think and act strategically, communicate a shared vision of where the group or team wants to be and identify the associated objectives that must be carefully monitored and achieved</li> <li>organise group members into a cohesive whole to ensure all are pulling in the same direction</li> <li>allocate roles and responsibilities to maximise the strengths of team members</li> <li>plan and lead actions and activities that plot a clear path to achieving the team or group vision and objectives</li> <li>understand risk management strategies, avoid things going wrong and manage them when they do</li> <li>make good decisions, problem solve, be good time managers and be self-motivated</li> <li>build relationships among team members, manage conflict and achieve consensus to meet common goals</li> <li>act as role models for their peers and others</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>have a 'can-do' attitude</li> <li>perform roles or tasks without fear of failure or making mistakes; recognise, analyse and learn from mistakes when they occur</li> <li>have a clear recognition of their strengths and weaknesses and seek to utilise and maximise their strengths and develop strategies to overcome their weaknesses</li> <li>communicate with peers and others using a range of methods, clearly, purposefully and without hesitation</li> <li>change the views, ideas and suppositions of others by using their knowledge and understanding</li> <li>contribute positively to debate and argument, questioning and arguing points of view using knowledge and relevant facts, ideas and suppositions</li> <li>acknowledge when they do not understand or are unable to perform tasks or activities, and actively seek guidance and information to address this</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>design or develop innovative artefacts, activities or ideas that have a positive impact</li> <li>organise, manage and lead teams in innovative activities and pursuits</li> <li>adapt or change things which improve the circumstances, comfort or well-being of others</li> <li>use financial and business knowledge and understanding to good effect in the design and implementation of innovative artefacts, activities or ideas</li> <li>use a range of technologies to research and design entrepreneurial activities and pursuits</li> <li>inspire those around them to change the environment in which they live and work</li> </ul>
Collaboration/ teamwork	<ul style="list-style-type: none"> <li>work productively with others from a range of social and cultural backgrounds</li> <li>build relationships based on mutual respect and consideration for other views and backgrounds</li> <li>exercise flexibility and empathy to achieve a group's common objective</li> <li>act fairly and with integrity in sharing workload and responsibilities within teams</li> <li>argue a point of view with consideration when challenging the differing views of an individual or the team</li> </ul>



	<ul style="list-style-type: none"> <li>work with others to guide, counsel and motivate team members to achieve team goals</li> </ul>
Initiative/ self-motivation	<ul style="list-style-type: none"> <li>initiate a range of simple and complex activities and tasks which advance their knowledge, understanding and skills</li> <li>plan, define and work towards goals and targets without the need to be pushed or managed by others</li> <li>recognise opportunities for self-advancement and opportunities to benefit others</li> <li>assume responsibility, make decisions and take action to resolve issues without being prompted to do so</li> <li>inspire and enthuse others with their self-confidence and fearlessness</li> <li>excel in all they do and persevere regardless of hurdles, to achieve their objectives</li> </ul>
<b>National and Global Citizenship Skills</b>	
Global and Environmental Awareness	<ul style="list-style-type: none"> <li>use a range of skills and competences to understand and address global issues</li> <li>act in an informed, responsible and ethical manner, building positive relationships with others regardless of their social, cultural, or economic background</li> <li>contribute in a positive manner to the quality and sustainability of their local community, the environment and society in general</li> <li>demonstrate global citizenship</li> <li>understand environmental issues, including those as a result of human endeavour, and have knowledge of, and assess the outcomes of, solutions to solve them</li> </ul>
Cultural Awareness/ citizenship	<ul style="list-style-type: none"> <li>demonstrate an informed and in depth knowledge and understanding of the history, culture and traditions of the UAE and their role as a UAE/Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li> <li>demonstrate an informed and in depth knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi and its social, economic and cultural impact on the region</li> <li>participate effectively and responsibly in the life of the communities in which they learn and work through this understanding</li> <li>show concern for, and action to improve, the health and wellbeing of others, both locally and globally</li> <li>articulate opinions and arguments as active and effective citizens</li> </ul>



### Grade 12

#### Learning and thinking skills

<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• make active and highly effective use of their previously acquired knowledge and skills to identify and define a complex problem, find a suitable solution or solutions to a problem, and analyse a solution within the context of the problem</li> <li>• undertake and successfully complete research or open-ended investigation into a complex topic or area making full and effective use of the higher order skills such as analysis, synthesis, critical thinking and creativity to support their solutions and claims</li> <li>• provide solutions to problems which are innovative, enlightening, effective and fit for purpose</li> <li>• solve a range of problems from simple to complex, pre- or ill-defined, new or established, theoretical or practical</li> <li>• select and effectively use multiple approaches, technologies, and resources (human and physical) to solve problems</li> </ul>
<p><b>Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>• think clearly and rationally, and engage in reflective and independent thinking</li> <li>• gather, evaluate, analyse and synthesise information from a variety of sources and viewpoints</li> <li>• understand the logical connections between ideas, concepts and areas of learning</li> <li>• use their acquired knowledge and understanding to construct and evaluate arguments and hypotheses</li> <li>• solve problems logically and systematically using all available information</li> <li>• reflect on the importance, relevance and justification of one's own beliefs, values and viewpoints from a local and global perspective</li> </ul>
<p><b>Creativity and innovation</b></p>	<ul style="list-style-type: none"> <li>• generate innovative and exciting ideas, artefacts, ways of thinking or solutions to problems</li> <li>• use an extensive range of techniques as part of the creative process</li> <li>• analyse and evaluate their creative output for further development and improvement</li> <li>• appreciate and value the creative work of others and apply this to new situations, ideas or problems</li> <li>• respond flexibly, optimistically and with flair to challenges, difficulties and risk-taking</li> </ul>
<p><b>Independent Learning</b></p>	<ul style="list-style-type: none"> <li>• make active and extensive use of their acquired knowledge, understanding and skills to undertake a task or activity without supervision or assistance from others</li> <li>• take responsibility for, reflect on and evaluate their own learning and the outcomes of that learning</li> <li>• undertake study and research using an extensive range of resources and technologies</li> <li>• set clear, meaningful (SMART) targets which are challenging, consistently achieved and are adapted and refined in the light of experience</li> <li>• manage their time, resources and workload efficiently and effectively</li> </ul>
<p><b>Digital Competence</b></p>	<ul style="list-style-type: none"> <li>• use a wide range of information and communication technologies very effectively in a variety of digital and media environments</li> <li>• access, select, analyse and synthesise information from a wide range of digital sources to support individual and team learning</li> <li>• evaluate different types of information and different data sources critically for relevance, importance and usefulness</li> <li>• effectively use a wide range of technologies in a responsible and ethical way to inform problem solving and support decision making</li> <li>• manage complex information flows, data and sources efficiently and effectively</li> <li>• demonstrate how information and communication technologies promote understanding of global and environmental issues</li> </ul>

Personal and Social Skills	
Communication	<ul style="list-style-type: none"> <li>communicate information accurately, clearly, confidently and as intended, to suit the purpose of the communication and the audience</li> <li>communicate using an extensive range of methods: vocally (including via tone and pitch of voice), written (using printed or digital media such as books, magazines, websites or emails), visual (using images, maps, charts or graphs) or non-verbal (using body language, gestures or tone and pitch of voice)</li> <li>organise the content of their thoughts and communication into a logical and coherent whole</li> <li>listen empathetically to decipher meaning and understanding from both local and global perspectives</li> <li>use a wide range of modern technologies effectively and confidently as a means of communication</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>organise, manage, guide and inspire others to achieve a common goal, purpose or vision</li> <li>think and act strategically, communicating a shared vision of where the group or team wants to be and then ensuring that the associated objectives are carefully monitored and achieved</li> <li>organise group members into a cohesive and effective whole to ensure all are pulling in the same direction</li> <li>allocate roles and responsibilities to maximise the strengths of team members</li> <li>plan and lead a range of actions and activities that plot a clear path to achieving the team or group vision and objectives</li> <li>understand and implement appropriate risk management strategies, avoid things going wrong and manage them when they do</li> <li>make good decisions, be effective problem solvers, good time managers and be self-motivated</li> <li>build successful relationships among team members, adroitly manage conflict and achieve consensus to meet common goals</li> <li>act as role models for their peers and others</li> </ul>
Self- Confidence	<ul style="list-style-type: none"> <li>inspire and influence others with a 'can-do' attitude</li> <li>perform roles or tasks without fear of failure or making mistakes; are able to recognise, analyse and learn from mistakes when they occur</li> <li>have a clear and truthful recognition of their strengths and weaknesses and actively seek to utilise and maximise their strengths and develop strategies to overcome their weaknesses</li> <li>communicate with peers and others, using a range of methods, clearly, purposefully and without nervousness or hesitation</li> <li>change the views, ideas and suppositions of others from positions of relevant levels of knowledge and understanding</li> <li>contribute positively to debate, argument and questioning, argue points of view with sound knowledge and relevant facts, ideas and suppositions</li> <li>acknowledge when they do not understand or are unable to perform tasks or activities, and actively seek guidance and information to address this</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>design or develop innovative artefacts, activities or ideas that have a positive impact on themselves, their peers and/or the local community</li> <li>effectively organise, manage and lead teams in innovative activities and pursuits</li> <li>adapt or change things which improve the circumstances, comfort or well-being of others</li> <li>use financial and business knowledge and understanding to good effect in the design and implementation of innovative artefacts, activities or ideas</li> <li>use a range of technologies to research and design entrepreneurial activities and pursuits</li> <li>inspire those around with their passion, bravery and enthusiasm to change the environment in which they live and work.</li> </ul>



<p>Collaboration/ teamwork</p>	<ul style="list-style-type: none"> <li>• work productively with others from a wide range of social and cultural backgrounds</li> <li>• build relationships based on mutual respect, care and consideration for other views and backgrounds</li> <li>• exercise flexibility, compromise and empathy to achieve a group's common objective</li> <li>• act fairly and with integrity in sharing workload and responsibilities within teams</li> <li>• argue a point of view with consideration and dignity when challenging the differing views of an individual or the team</li> <li>• work with others to guide, counsel and motivate team members to achieve team goals</li> </ul>
<p>Initiative/ self- motivation</p>	<ul style="list-style-type: none"> <li>• independently initiate a range of simple and complex activities and tasks which advance their knowledge, understanding and skills</li> <li>• plan, define and work towards goals and targets without the need to be pushed, driven or managed by others</li> <li>• recognise opportunities for self-advancement and opportunities that will benefit others</li> <li>• assume responsibility, make decisions and take action to resolve issues without being prompted to do so</li> <li>• inspire and enthuse others with their self-confidence, single-mindedness and fearlessness</li> <li>• be motivated to excel in all they do and persevere regardless of hurdles, to achieve their objectives</li> </ul>
<h3>National and Global Citizenship Skills</h3>	
<p>Global and Environmental Awareness</p>	<ul style="list-style-type: none"> <li>• use a wide range of skills and competences to understand and address global issues</li> <li>• act in an informed, responsible and ethical manner building positive relationships with others regardless of their social, cultural, or economic background</li> <li>• contribute in a positive manner, including acting as volunteers, to the quality and sustainability of their local community, the environment and society in general</li> <li>• demonstrate how and why they are global citizens</li> <li>• 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</li> </ul>
<p>Cultural Awareness/ citizenship</p>	<ul style="list-style-type: none"> <li>• demonstrate an informed and in depth knowledge and understanding of the history, culture and traditions of the UAE, and their role as a UAE/Abu Dhabi citizen and/or member of the UAE/Abu Dhabi society</li> <li>• demonstrate an informed and in depth knowledge and understanding of the multicultural nature of the UAE/Abu Dhabi and its social, economic and cultural impact on the region</li> <li>• participate effectively and responsibly in the life of the communities in which they learn and work through this understanding</li> <li>• show concern for, and action to improve, the health and wellbeing of others, both locally and globally</li> <li>• articulate opinions and arguments to influence others to become active and effective citizens</li> </ul>

## Elective Competences - Grade 12

<p>Health and Wellbeing Awareness</p>	<ul style="list-style-type: none"> <li>• obtain, interpret and understand basic health information and services, and use such information and services in ways that enhance their own health and that of other people</li> <li>• research and understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction</li> <li>• research and use available information to make appropriate health-related decisions</li> <li>• establish and monitor personal and family health goals</li> <li>• understand and analyse national and international public health and safety issues</li> </ul>
<p>Economic and Financial Awareness</p>	<ul style="list-style-type: none"> <li>• understand and apply a range of basic economic principles including the roles of the private and government sectors in the economy , how markets work and the individual as consumer, worker and citizen</li> <li>• demonstrate an informed and in depth knowledge and understanding of the economy and its role and impact on society</li> <li>• demonstrate an informed and in depth knowledge and understanding of the Abu Dhabi economy and its planned future development</li> <li>• plan appropriate personal economic and financial choices and understand their consequences</li> <li>• detail and analyse the functions of banks, the lending process and the principles of Islamic finance</li> </ul>
<p>Media Literacy</p>	<ul style="list-style-type: none"> <li>• understand both how and why media messages are constructed, and for what purposes</li> <li>• examine and analyse how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviours</li> <li>• apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media</li> <li>• understand and utilise the most appropriate media creation tools, characteristics and conventions</li> <li>• understand and effectively utilise the most appropriate expressions and interpretations in diverse, multicultural environments</li> </ul>
<p>Productivity and Accountability</p>	<ul style="list-style-type: none"> <li>• manage projects and tasks effectively and efficiently, making appropriate use of available human and physical resources</li> <li>• set and meet goals, even in the face of obstacles and competing pressures</li> <li>• prioritise, plan and manage work to achieve intended results</li> <li>• work positively and ethically with due regard to the social, cultural and economic environment in which they are working</li> <li>• demonstrate punctuality and reliability in their work</li> <li>• present themselves professionally and with proper etiquette</li> <li>• take full responsibility for project and task outcomes, explaining their role in the process and outcomes</li> </ul>