



The Student Competence Framework:



“Our students have been lent to us from the future... We must give them the skills to live there...”





Student Competence Framework (SCF)



- The framework is designed to develop the relevant skills and qualities in young people for them to become effective **life-long learners, productive workers and global citizens** who can make a **positive contribution to local, national and global communities**. (Abu Dhabi's Economic Vision 2030)
- No matter what the language, no matter what the subject, or curriculum

Why?

Knowledge is temporary

The World is in a state of exponential change

Did you know?



Student Competence Framework (SCF)



What's your dream, when our students reach here?

- So...





Student Competence Framework (SCF)



- The SCF answers these questions:
 - If you could create a vision for our graduates as fully- functioning, contributing adults in the 21st Century what would it look like?
 - What skills and attributes would they need? What values would they demonstrate?
 - What should we do, as the AAESS learning community, to help them get there?



Student Competence Framework (SCF)



Skills and Attributes Taught, Promoted and Demonstrated?

Who Discussed and Shared...

Critical Thinking? Collaboration/Teamwork/Relationships?

Creativity? Cultural Awareness?

Communication? Problem Solving? Responsibility?

Initiative/Adaptability/Innovation? Independence? Digital
Competence?



Student Competence Framework (SCF)

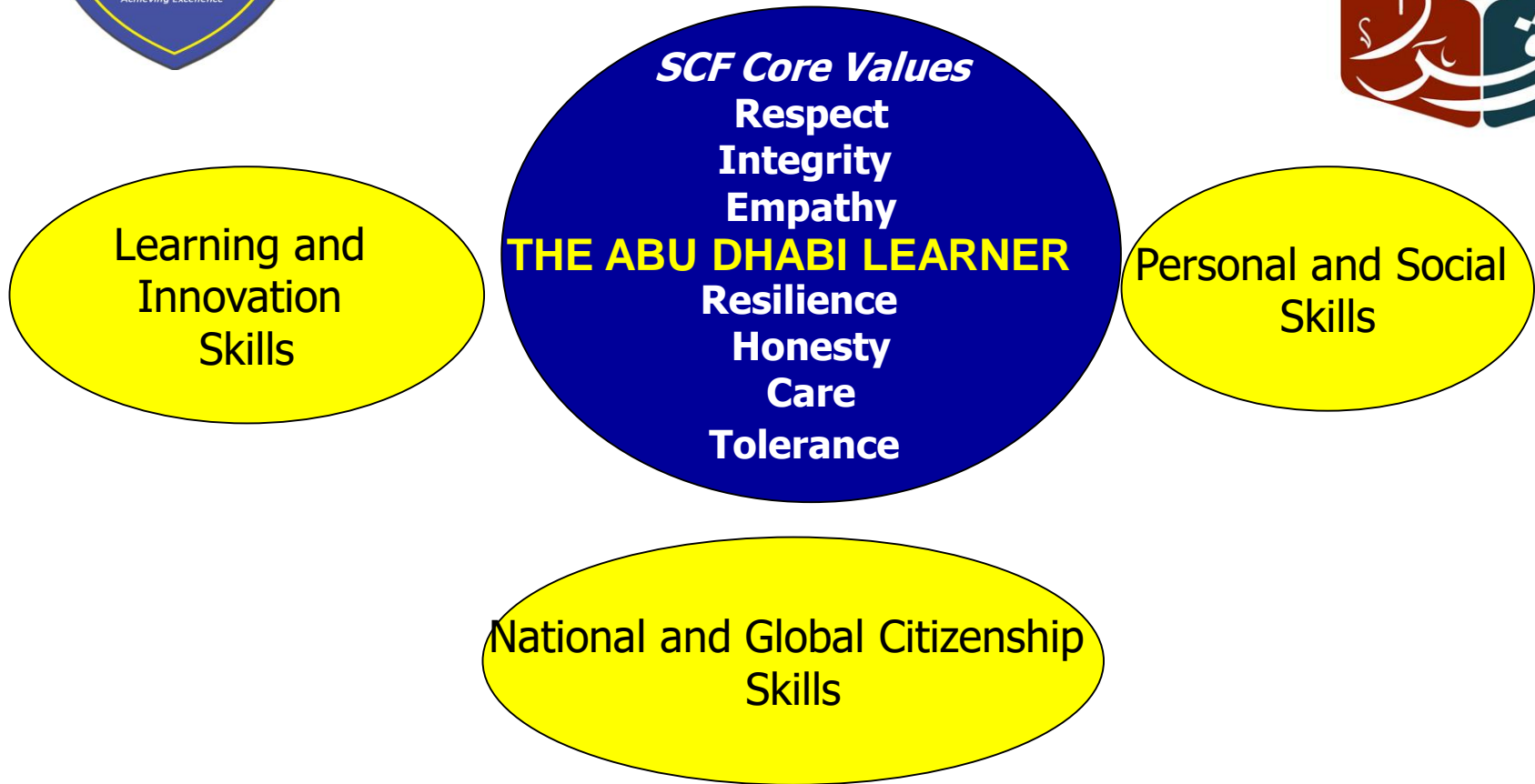


- The SCF is designed to align, contextualise and bring consistency to those skills and values which schools are already developing
- Outlined in 3 main themes of generic and transferable skills in order to prepare them for further learning and the world of work as concerned, contributing and responsible Abu Dhabi citizens (SCF iii2) :
 - *Learning and Innovation Skills*
 - *Personal and Social Skills*
 - *National and Global Citizenship Skills*

And underpinned by: *A common set of Core Values*



Student Competence Framework (SCF)





Student Competence Framework (SCF) More Specifically ...



SCF Core Values

Respect
Integrity
Empathy

THE ABU DHABI LEARNER

Resilience
Honesty
Care
Tolerance

Learning and
Innovation
Skills

Critical Thinking
Creativity
Problem Solving
Independent Learning
Digital Competence



Student Competence Framework (SCF) More Specifically ...



SCF Core Values

Respect
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Empathy

THE ABU DHABI LEARNER

Resilience
Honesty
Care
Tolerance

Personal and
Social Skills

Leadership/
Responsibility
Collaboration/Teamwork
Communication
Self-Confidence
Initiative/Self-Direction
Entrepreneurship



Student Competence Framework (SCF) More Specifically ...



SCF Core Values

**Respect
Integrity
Empathy**

THE ABU DHABI LEARNER

**Resilience
Honesty
Care
Tolerance**

**National and Global
Citizenship Skills**

**Global and
Environmental
Awareness
Cultural
Awareness/Citizenship**



Student Competence Framework (SCF) Time framed...



Clusters/ Themes	Competences	Kindergarten (4 – 5 years of age)	Primary Years (6 – 11 years of age)	Middle Years (12 – 15 years of age)	Senior Years (16 – 18 years of age)
Learning and innovation skills	Critical thinking	D	D	D	E
	Creativity	D	E	E	E
	Problem solving	E	E	E	E
	Independent learning	C	D	E	E
	Digital competence	N	C	D	E
Personal and social skills	Leadership and responsibility	C	D	E	E
	Collaboration/ Teamwork	E	E	E	E
	Communication	E	E	E	E
	Self-Confidence	E	E	E	E
	Initiative/Self-direction	C	D	E	E
	Entrepreneurship	N	C	D	E
National and global citizenship skills	Global and environmental awareness	C	D	E	E
	Cultural awareness/ Citizenship	D	E	E	E
Values	Resilience	D	E	E	E
	Integrity	D	E	E	E
	Care	E	E	E	E
	Respect	E	E	E	E
	Honesty	E	E	E	E
	Empathy	D	E	E	E
	Tolerance	D	E	E	E

- Not Essential
- Conceivable
- Desirable
- Essential

Key

N – Not essential for schools to be developing this competence/value at this stage *

C – Conceivable/possible for schools to be developing this competence/value in this age group given appropriate student and school conditions and objectives *

D – Desirable but not essential for schools to be developing this competence/value in this age group*

E – Essential for schools to be developing this competence/value in this age group.

*Schools may already be developing or exemplifying this competence/value through the core curriculum in this age group.



Student Competence Framework (SCF) ***Time framed...***



Learning and Innovation, Personal and Social, National and Global Citizenship Competences Essential to be Learnt At:

Kindergarten: Problem Solving, Collaboration and Teamwork, Self Confidence, Communication

Primary: Problem Solving, Collaboration and Teamwork, Self Confidence, Communication, Creativity, Cultural Awareness and Citizenship

Secondary to Year 10: Problem Solving, Collaboration and Teamwork, Self Confidence, Communication, Creativity, Cultural Awareness and Citizenship, Global and Environmental Awareness ,Independent Learning, Leadership and Responsibility, Initiative/ Self Direction

Secondary to Year 13: Problem Solving, Collaboration and Teamwork, Self Confidence, Communication, Creativity, Cultural Awareness and Citizenship, Global and Environmental Awareness ,Independent Learning, Leadership and Responsibility, Initiative/ Self Direction, Critical Thinking, Entrepreneurship, Digital Competence



Student Competence Framework (SCF) ***Time framed...***



Values to be Modelled, Explored, Exemplified and Learnt At:

Kindergarten: Care, Respect, Honesty

Primary: Care, Respect, Honesty, Resilience, Empathy, Tolerance, Integrity

Secondary to Year 10: Care, Respect, Honesty, Resilience, Empathy, Tolerance, Integrity

Secondary to Year 13: Care, Respect, Honesty, Resilience, Empathy, Tolerance, Integrity



Student Competence Framework (SCF) Desirable Outcomes of the Vision



By the end of Kindergarten ... students...
show care and respect for themselves,
others and the learning
environment, and they interact
positively with other children from
different backgrounds. They can
complete tasks or solve simple
problems, demonstrating satisfaction
or delight when achieved. They
demonstrate increasing self-confidence
in play and activities and act with care
and consideration when working in
groups.



Student Competence Framework (SCF) Desirable Outcomes of the Vision



By the end of Year 6 ... act in a positive manner towards others regardless of their social, cultural, or economic background. They are developing as self-confident learners... to undertake a task or activity without direct supervision or direction... They demonstrate originality and inventiveness in developing ideas, artefacts or solutions to problems. They use their acquired knowledge and experience to inform their decision-making...



Student Competence Framework (SCF) Desirable Outcomes of the Vision



By the end of Year 10 ... students take responsibility for their own learning, planning and managing their time and resources to achieve challenging targets. They can work towards goals and targets without direction or compulsion... They effectively manage others to achieve common goals, building successful relationships with and among team members. They work effectively and respectfully with others regardless of their social, cultural, or economic background.



Student Competence Framework (SCF) Desirable Outcomes of the Vision



By the end of Year 13 ... students think clearly and rationally, and engage in reflective and independent thinking. They make highly effective use of their previously acquired knowledge and skills to find solutions to problems, solving them logically and systematically...
As leaders, they think and act strategically, communicating a shared vision of where the group or team wants to be and ensuring that the objectives are met. They are self-motivated, confident and are not afraid to make mistakes, but instead learn from them...



Student Competence Framework (SCF) SO WHAT ARE WE AT AAESS DOING?



- Map, Plan, Teach – model- visualise- exemplify- the competences
- One core competency per unit of work with equitable coverage of the competencies over units of work
- Focus on the everyday competences beyond units of Learning in :
- Communication
- Critical Thinking
- Independent Learning
- Initiative and self- direction
- Self-Confidence
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Explore, model and exemplify the SCF values

Assess the competences with the focus being on self assessment and reflection



Student Competence Framework (SCF) What Can Parents Do At Home?



Use the Language of the SCF values and competences eg – “how can you do that independently?”

“Thank you for being honest”

Discuss goals with your children based on the competences



Student Competence Framework (SCF)



- So now you know this... What's your dream when your children reach here ?



- So now you know this... What competences are important to you?