



Collaboration

Competence 1 of 4

Primary education · ages ~6-12



WHAT IS THIS COMPETENCE ABOUT? The knowledge, skills and attitudes that enable students to work productively and respectfully with diverse others to frame problems and co-create solutions. It encompasses **dialogue, empathy, teamwork and intercultural competence** — foundational skills for sustaining democracy and tackling global challenges together.



The student is able to...

OBJECTIVES

- Listen and engage with respect, take part in conversations and express their own ideas and opinions.
- Understand and put their own feelings into words.
- Recognise and describe the feelings of others.
- Show respect for other cultures and name cultural features.
- Take part in group work and take responsibility for their own tasks.

ASSESSMENT CRITERIA

- Expresses ideas and feelings in speech or writing and responds appropriately to questions.
- Listens without interrupting and uses a turn-taking signal.
- Shows care and respect for others' feelings and responds supportively.
- Recognises differences between cultures and knows the practices of their own and others' cultures.
- Uses respectful, inclusive language and joins in group or pair activities.



The teacher is able to...

OBJECTIVES

- Create a safe atmosphere where students speak freely, ask questions and share ideas and feelings.
- Model and support dialogue skills.
- Design activities that help express and recognise feelings.
- Model respectful engagement with diversity, intervene when interaction is disrespectful, and represent cultures in materials.
- Encourage perspective-taking and dialogue between cultures.
- Set up structured cooperative learning and support positive group formation.

ASSESSMENT CRITERIA

- Embeds dialogue in classroom routines and structures lessons to promote participation.
- Uses stories and pictures to help recognise and interpret emotions.
- Models inclusive language and uses materials about diverse cultures.
- Guides perspective-taking and empathetic responses.
- Organises shared-goal activities and monitors group dynamics.
- Encourages students to ask for and offer help and responds to exclusion.