**SUSS Core Values, Skills and Knowledge (VSKs): Definitions and List of Competencies**

| SOCIETY (3) | |
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| Community Mindedness | **Definition:**<br>Social connectedness and concern to engage with communities to contribute to broader community wellbeing/good<br><br>**Competencies**<br>• Possess basic awareness of social, economic and political events<br>• Clarify one's role as an individual in communities<br>• Ability to engage stakeholders in communities; identify and understand priorities<br>• Understand the relationship between nation-building efforts and principles of governance |
| Integrity | **Definition**<br>Adherence to strong moral and ethical principles and values by contextualising decision making and problem solving within ethical premises.<br><br>**Competencies**<br>• Recognise ethical considerations within an issue<br>• Locate one's personal values to understand underlying beliefs and assumptions in decision making<br>• Analyse and evaluate complex problems and their moral implications<br>• *Demonstrate ability to exercise integrity |

| Global Perspective | **Definition**<br>A viewpoint/lens that appreciates the interdependent relationships between individuals, societies and political, cultural and social spheres.<br><br>**Competencies**<br>• Ability to demonstrate respect and open-mindedness in interactions with individuals and groups from different social cultural backgrounds<br>• Recognise, value and leverage diversity in background or abilities, such as race, ethnicity, religion, gender orientation, age, physical and learning ability, education, socio-economic status and political belief to understand the interests of diverse groups and build an inclusive environment<br>• Proactively engage and collaborate with diverse stakeholders both locally and globally to confront global challenges<br>• Operate in cross-cultural environments and demonstrate an awareness of the wider global context<br>• Respect and navigate differing interests to contribute to a more just, peaceful, tolerant, inclusive, secure and sustainable world<br>• Develop local and global perspectives in problem solving and decision making |
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| CAPACITIES (7) | |
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| Thinking Skills (problem-solving, decision-making, critical thinking, cognitive agility) | **Definition**<br>Cognitive processing skills that enable an individual to objectively understand, analyse and evaluate situations and issues to deepen understanding and/or provide solutions and offer courses of actions to achieve intended goals.<br><br>**Competencies**<br>• Use a reasoned process to choose a course of action to achieve intended goals<br>• Question, reason inductively and deductively, and make correct analyses, inferences and evaluations<br>• Navigate among micro and macro understanding to achieve deep analysis<br>• Notice and integrate new information in changing contexts |
| Interdisciplinary Thinking | **Definition**<br>Synthesize and apply different areas of knowledge and insights, and concepts from multiple disciplines to complex issues<br><br>**Competencies**<br>• Ability to identify complex problems that require an interdisciplinary approach<br>• Ability to seek different perspectives and viewpoints<br>• Ability to communicate concepts and ideas coherently and create common ground<br>• Ability to integrate different perspectives and viewpoints into a coherent response |
| Curiosity | **Definition**<br>A strong desire to know or learn something with an open and inquisitive attitude.<br><br>**Competencies**<br>• Be open to new and/or different experiences; desire to engage in new and/or different experiences<br>• Make connections between different experiences and bodies of knowledge<br>• Consistently ask questions about the world around them<br>• Access and navigate through multiple and varied sources of information |
| Digital and Data Literacy | **Definition**<br>Ability to harness information and data using digital technology, communication tools, and/or networks, in order to function in a digital environment in a safe and responsible manner |

| | **Competencies** |
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| | • Able to navigate the online space with confidence |
| | • Possess the skill to use digital technology and communication tools and/or networks for their intended purpose |
| | • Able to use the appropriate tools, if necessary, to analyse and interpret information and data |
| | • Engage in critical thinking when evaluating information and data |
| | • Awareness of data analytics |
| | • Understand how data is accumulated and used |
| Communication | **Definition**<br>Ability to accurately receive, interpret and convey ideas and thoughts effectively, taking into account the context and intended audience.<br><br>**Competencies**<br>• Ability to clarify, analyse and critique received information<br>• Ability to select pertinent ideas and information for transmission<br>• Choose and use appropriate medium/s (e.g., written, spoken, gestural, mathematical, visual) to convey ideas and thoughts with clarity<br>• Communicate concisely and appropriately to intended audience and context<br>• Ability to participate and engage in effective dialogue with others |
| Learning to Learn | **Definition**<br>Be continually aware of, analyse, and construct one's approach for effective learning<br><br>**Competencies**<br>• Ability to reflect on one's learning processes to draw insights<br>• Demonstrate a flexibility in the identification and utilisation of effective study skills and learning strategies<br>• Demonstrate self-directedness when learning<br>• Diligently and persistently assess the effectiveness of one's learning approach and regulate it according to the demands of the learning task |
| Creativity | **Definition**<br>Ability to make/come up with new connections, ideas and/or solutions by transcending established rules, patterns or relationships<br><br>**Competencies**<br>• Able to critically analyse information to find gaps and opportunities<br>• Able to develop ideas and alternatives, and evaluate the feasibility of ideas<br>• Recognise and overcome barriers to making new connections |

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| PEOPLE (6) | |
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| Collaboration | **Definition**<br>Work effectively with others to accomplish a common goal<br><br>**Competencies**<br>• Leverage on communication and conflict resolution skills to work in teams<br>• Demonstrate empathy by maintaining an open mind and being receptive to different perspectives<br>• Synthesize multiple and varied perspectives<br>• Influence and inspire others<br>• Be aware of key team and collaborative processes and be able to assess them. |
| Empathy | **Definition**<br>Go beyond one's own frame of reference to recognise and accept different experiences and perspectives.<br><br>**Competencies**<br>• Imagine situations from another person's perspective<br>• Set aside one's own beliefs, values, and assumptions to understand others<br>• Demonstrate concern for the well-being of others<br>• Understand, accept and respect the range/plurality of perspectives, values and beliefs<br>• Respect perspectives, opinions and ways of living that are different from one's own |
| Reflectiveness | **Definition**<br>To take a critical stance towards beliefs and assumptions, and existing cognitive structures to garner insights from experience.<br><br>**Competencies**<br>• Critique and examine beliefs and assumptions, cognitive structures, and learning processes<br>• Understand how beliefs, assumptions, cognitive structures and learning processes contribute to decision-making and action<br>• Learn from experience and adapt to change |

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| Adaptability | **Definition**<br>Ability to successfully adjust behaviours, emotions and thoughts in response to changing demands and circumstances.<br><br>**Competencies**<br>• Demonstrate ability to remain emotionally calm when faced with uncertainties and changing circumstances<br>• Display ability to respond effectively to changing ideas, trends, responsibilities and opportunities<br>• Adept at incorporating new information or goals and re-strategising with fresh ideas and innovation (i.e., demonstrate cognitive agility)<br>• Proficient at moving between "big picture" and details in processing information<br>• Adopt and cultivate a growth mindset |
| Resilience | **Definition**<br>Ability to bounce back from setbacks and adversity<br><br>**Competencies**<br>• Demonstrates ability to be self-aware – understanding self, emotions, thoughts, behaviours, capabilities, and choices made<br>• Improve self-efficacy<br>• Develop positive thinking to manage through difficult times<br>• Practice healthy habits to consistently perform well under pressure<br>• Develop a strong social support system<br>• Appreciate the role of failure in the continual re-evaluation of experiences in order to try different approaches |
| Self-Management | **Definition**<br>Take ownership of managing one's personal effectiveness, values clarification, and overall well-being.<br><br>**Competencies**<br>• Demonstrate ability to continually consider the consequences of one's actions, evaluate risk and reward, and accept the consequences of outcomes<br>• Understand stressors and consequences of unhealthy habits<br>• Develop strategies (e.g., behavioural coping strategy, time management, cognitive coping, destress mechanisms, boundary management, priority settings, seeking support, etc.) to mitigate them<br>• Understand the importance of safety and wellbeing and their impacts and be able to develop and continually refine methods to manage these for play and work. |

Prepared by: Secretariat, SUSS Core Curriculum Review Committee (SCRC).