

# Review of the Australian Curriculum F-10 General capabilities

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## Respondent details

### 1) Please provide your email address:\*

A copy of your feedback will be emailed to you. The School Curriculum and Standards Authority will not identify you or your feedback. You will be given the option to allow us to contact you to discuss your feedback further, if the Authority deems this necessary.

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### 2) This response is from (please select all that apply):\*

- Community member
- Curriculum Advisory Committee (CAC) member
- Head of Learning Area
- Industry representative
- Member of school board or council
- Parent
- Professional association
- School faculty/department
- School leader
- School systems/sector representative
- Student
- Teacher - Pre-service
- Teacher - Primary
- Teacher - Early Childhood
- Teacher - Secondary

- Teacher - Special Education
- Textbook author
- University representative
- Other - Write In: \_\_\_\_\_

**3) Please select the Learning Area that the majority of your work relates to:**

- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Technologies
- The Arts
- All of the above

**4) If you are/were a teacher, please indicate the number of years you have been a practising teacher/school administrator:\***

- 0 – 5
- 6 – 10
- 11 – 15
- 16 – 20
- 21 – 25
- 26 – 30
- More than 30 years
- Not applicable

**5) I am:\***

- an Aboriginal person
- a Torres Strait Islander person
- an Aboriginal and Torres Strait Islander person
- not an Aboriginal and/or Torres Strait Islander person
- I prefer not to say

**6) Type of school or organisation:\***

- Catholic education system
- Government education system
- Independent education system
- Not applicable
- Other - Write In: \_\_\_\_\_

**7) Location**

**Please enter your suburb, town or city in the relevant space below:\***

Metropolitan Perth:

\_\_\_\_\_

Regional - south west of Western Australia: \_\_\_\_\_

Regional - east of Western Australia: \_\_\_\_\_

Regional - north west of Western Australia: \_\_\_\_\_

International school:

\_\_\_\_\_

**8) Number of people contributing to this survey:\***

- 1
- 2
- 3
- 4
- 5
- 6
- Other - Write In: \_\_\_\_\_

**9) If you are a member of a school community, please specify which type of school:**

- Pre-primary to Year 6 school
- Pre-primary to Year 12 school
- Middle school (Years 7 – 10)
- High school (Years 7 – 12)
- Senior school (Years 11 and 12)
- Other - Write In: \_\_\_\_\_

**10) Please indicate your current teaching status in relation to P–10 Curriculum:\***

- currently teaching Kindergarten
- currently teaching P–2
- currently teaching 3–6
- currently teaching 7–10
- currently teaching 11–12
- previously taught K–2
- previously taught 3–6
- previously taught 7–10
- previously taught 11–12
- have never taught P–10

**11) I am completing this survey:\***

- Without attending a face to face / online meeting
- After attending a face to face meeting
- After attending an online meeting

**12) I am providing feedback on the following General capabilities (please select all that apply):\***

- Digital literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

## Digital Literacy General capability

13) To what extent do you agree with the following statements related to the Digital Literacy General capability and the current Information and Communication Technology (ICT) General capability:\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
I am familiar with the existing <b>Information and Communication Technology (ICT) General Capability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I confidently incorporate the <b>Information and Communication Technology (ICT) General Capability</b> into my teaching practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The difference between the <b>Information and Communication Technology (ICT) General Capability</b> and Digital Technologies is clear to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing the name of the General Capability from <b>Information and Communication Technology (ICT)</b> to <b>Digital Literacy</b> is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The difference between <b>Digital Literacy</b> and Digital Technologies is clear to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The name <b>Digital Literacy</b> is more relevant for the classroom than <b>Information and Communication Technology (ICT)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**14) To what extent do you agree with the following statements related to the Digital Literacy learning continuum Description?\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>description</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>description</b> outlines the intent of the General capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**15) To what extent do you agree with the following statements related to the Digital Literacy Structure:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>structure</b> is clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>structure</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**16) To what extent do you agree with the following statements related to the Digital Literacy Elements:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Language in the <b>elements and sub-elements</b> provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are likely to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each of the <b>elements and sub-elements</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



**17) To what extent do you agree with the following statements related to the Digital Literacy learning continuum:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The language used shows a clear and logical progression from level 1 to level 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The complexity of the language within a level is consistent across the sub-elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The continuum is appropriate for teacher application from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning continuum can be integrated into teaching and learning programs for P-10 in all learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All sub-elements and levels are necessary for inclusion from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will use the learning continuum in their planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the learning continuum are appropriate for students from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**18) To what extent do you agree with the following statements related to the Digital Literacy General capability:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Teachers will require support to incorporate this General capability into their teaching programs and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will require additional resources to integrate this General capability into their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>Digital Literacy</b> General capability document is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language and structure of the General capability is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This version of the document is improved from the current version	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This General capability is appropriate for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**19) I would require support to embed this General capability into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**20) Please provide any further comments or suggestions you would like to make about the Digital Literacy General capability:**



## Critical and Creative Thinking General capability

21) To what extent do you agree with the following statements related to the Critical and Creative Thinking learning continuum Description?\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>description</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>description</b> outlines the intent of the General capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**22) To what extent do you agree with the following statements related to the Critical and Creative Thinking Structure:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>structure</b> is clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>structure</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**23) To what extent do you agree with the following statements related to the Critical and Creative Thinking Elements:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Language in the <b>elements and sub-elements</b> provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are likely to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each of the <b>elements and sub-elements</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**24) To what extent do you agree with the following statements related to the Critical and Creative Thinking learning continuum:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The language used shows a clear and logical progression from level 1 to level 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The complexity of the language within a level is consistent across the sub-elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The continuum is appropriate for teacher application from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning continuum can be integrated into teaching and learning programs for P-10 in all learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All sub-elements and levels are necessary for inclusion from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will use the learning continuum in their planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the learning continuum are appropriate for students from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**25) To what extent do you agree with the following statements related to the Critical and Creative Thinking General capability:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Teachers will require support to incorporate this General capability into their teaching programs and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will require additional resources to integrate this General capability into their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>Critical and Creative Thinking</b> General capability document is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language and structure of the General capability is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This version of the document is improved from the current version	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This General capability is appropriate for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



**26) I would require support to embed this General capability into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**27) Please provide any further comments or suggestions you would like to make about the Critical and Creative Thinking General capability:**

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# Personal and Social Capability General capability

28) To what extent do you agree with the following statements related to the Personal and Social Capability learning continuum Description?\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>description</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>description</b> outlines the intent of the General capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**29) To what extent do you agree with the following statements related to the Personal and Social Capability Structure:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>structure</b> is clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>structure</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**30) To what extent do you agree with the following statements related to the Personal and Social Capability Elements:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Language in the <b>elements and sub-elements</b> provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are likely to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each of the <b>elements and sub-elements</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**31) To what extent do you agree with the following statements related to the Personal and Social Capability learning continuum:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The language used shows a clear and logical progression from level 1 to level 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The complexity of the language within a level is consistent across the sub-elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The continuum is appropriate for teacher application from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning continuum can be integrated into teaching and learning programs for P-10 in all learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All sub-elements and levels are necessary for inclusion from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will use the learning continuum in their planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the learning continuum are appropriate for students from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**32) To what extent do you agree with the following statements related to the Personal and Social Capability General capability:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Teachers will require support to incorporate this General capability into their teaching programs and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will require additional resources to integrate this General capability into their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>Personal and Social Capability</b> General capability document is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language and structure of the General capability is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This version of the document is improved from the current version	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This General capability is appropriate for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**33) I would require support to embed this General capability into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**34) Please provide any further comments or suggestions you would like to make about the Personal and Social Capability General capability:**

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# Ethical Understanding General capability

35) To what extent do you agree with the following statements related to the Ethical Understanding learning continuum Description?\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>description</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>description</b> outlines the intent of the General capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



**36) To what extent do you agree with the following statements related to the Ethical Understanding Structure:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>structure</b> is clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>structure</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**37) To what extent do you agree with the following statements related to the Ethical Understanding Elements:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Language in the <b>elements and sub-elements</b> provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are likely to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each of the <b>elements and sub-elements</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**38) To what extent do you agree with the following statements related to the Ethical Understanding learning continuum:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The language used shows a clear and logical progression from level 1 to level 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The complexity of the language within a level is consistent across the sub-elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The continuum is appropriate for teacher application from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning continuum can be integrated into teaching and learning programs for P-10 in all learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All sub-elements and levels are necessary for inclusion from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will use the learning continuum in their planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the learning continuum are appropriate for students from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**39) To what extent do you agree with the following statements related to the Ethical Understanding General capability:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Teachers will require support to incorporate this General capability into their teaching programs and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will require additional resources to integrate this General capability into their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>Ethical Understanding</b> General capability document is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language and structure of the General capability is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This version of the document is improved from the current version	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This General capability is appropriate for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**40) I would require support to embed this General capability into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**41) Please provide any further comments or suggestions you would like to make about the Ethical Understanding General capability:**

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# Intercultural Understanding General capability

42) To what extent do you agree with the following statements related to the Intercultural Understanding learning continuum Description?\*

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
The <b>description</b> is clearly written and accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>description</b> outlines the intent of the General capability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**43) To what extent do you agree with the following statements related to the Intercultural Understanding Structure:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The <b>structure</b> is clear and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>structure</b> supports learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**44) To what extent do you agree with the following statements related to the Intercultural Understanding Elements:\***

Please feel free to comment on your responses below.

	Strongly agree	Agree	Disagree	Strongly disagree	Not in a position to comment
Language in the <b>elements and sub-elements</b> provides clear direction for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will be able to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are likely to embed these <b>elements and sub-elements</b> into their teaching and learning programs in all learning areas and year levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each of the <b>elements and sub-elements</b> is clear, unambiguous and easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**



**45) To what extent do you agree with the following statements related to the Intercultural Understanding learning continuum:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
The language used shows a clear and logical progression from level 1 to level 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The complexity of the language within a level is consistent across the sub-elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The continuum is appropriate for teacher application from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning continuum can be integrated into teaching and learning programs for P-10 in all learning areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All sub-elements and levels are necessary for inclusion from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will use the learning continuum in their planning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The contents of the learning continuum are appropriate for students from Pre-primary to Year 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**46) To what extent do you agree with the following statements related to the Intercultural Understanding General capability:\***

Please feel free to comment on your responses below.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not in a position to comment</b>
Teachers will require support to incorporate this General capability into their teaching programs and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers will require additional resources to integrate this General capability into their practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The <b>Intercultural Understanding</b> General capability document is useful for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language and structure of the General capability is accessible for classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This version of the document is improved from the current version	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This General capability is appropriate for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**47) I would require support to embed this General capability into my teaching and learning programs and/or teaching practice.**

Strongly agree     Agree     Disagree     Strongly disagree     Not in a position to comment

**Comments:**

**48) Please provide any further comments or suggestions you would like to make about the Intercultural Understanding General capability:**

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## Personal details (optional)

49) If required, would you be available to discuss your feedback with a representative of the Authority?

Yes

No

50) Please provide your details:

Name:: \_\_\_\_\_

School/Institution: \_\_\_\_\_

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**Thank you for your feedback.**

**Please email this survey to [scsa-consultation@scsa.wa.edu.au](mailto:scsa-consultation@scsa.wa.edu.au)**

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