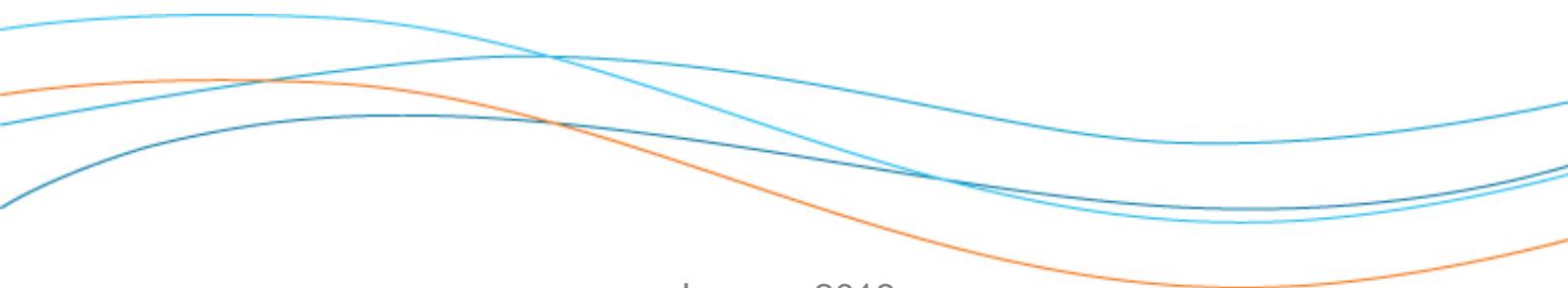


General Capabilities in the Australian Curriculum



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www.acara.edu.au

Personal and social capability

Introduction

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with ‘a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing’, with a sense of hope and ‘optimism about their lives and the future’. On a social level, it helps students to ‘form and maintain healthy relationships’ and prepares them ‘for their potential life roles as family, community and workforce members’ (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Scope of Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named ‘Personal and social capability’, the words ‘personal/emotional’ and ‘social/relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘Social and Emotional Learning’ is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

For a description of the organising elements for Personal and social capability, go to [Organising elements](#).

Personal and social capability across the curriculum

Personal and social capability skills are addressed in all learning areas and at every stage of a student’s schooling. This enables teachers to plan for the teaching of targeted skills specific to an individual’s learning needs to provide access to and engagement with the learning areas.

However, some of the skills and practices implicit in the development of the capability may be most explicitly addressed in specific learning areas, such as Health and Physical Education. Teachers can also use the Personal and social capability learning continuum to plan for the teaching of targeted skills specific to an individual's learning needs. For more detailed advice on using the Personal and social capability to personalise learning go to [Student Diversity](#)

The Personal and social capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Personal and social capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Personal and social capability has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Personal and social capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Personal and social capability in English](#)
(www.australiancurriculum.edu.au/English/General-capabilities)
- [Personal and social capability in Mathematics](#)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Personal and social capability in Science](#)
(www.australiancurriculum.edu.au/Science/General-capabilities)
- [Personal and social capability in History](#)
(www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Personal and social capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on personal and social capability across the curriculum.

The domain of personal and social learning is not new, despite changes to nomenclature, definitions and understandings over the past century. In 1920, Thorndike identified 'social intelligence' as an important facet of intelligence. Since then, many researchers and educators, including Moss and Hunt (1927), Vernon (1933), Wechsler (1940), Gardner (1983), Salovey and Mayer (1990), Seligman (1998) and Goleman (1995, 1998, 2006), have explored this concept, each contributing to current understandings of this domain. Importantly, recent contributors have emphasised the ability to develop and improve personal and social capability both as adults and as children. Development of personal and social learning can provide a way for students with disability to access age-equivalent content and promote student learning, self-confidence and independence (Wehmeyer et al 2007, 2012; Malow 2012).

Two contributors have been particularly significant to recent developments in personal and social learning as a competence or capability in school education. Gardner's (1983) Frames of Mind: the theory of multiple intelligences broadened notions of intelligence, introducing and popularising the concepts of intrapersonal and interpersonal intelligence, which represented two

of his eight intelligences. More recently, Goleman further popularised the concepts of emotional intelligence (1995) and social intelligence (2006) in educational discourse.

In 1994, Goleman and others founded the Collaborative for Academic, Social, and Emotional Learning (CASEL) at the University of Illinois Chicago (UIC). Since then, CASEL has been the world's leading organisation in advancing understandings, research, networks, curriculum, school practice and public policy in the area of personal and social learning.

CASEL's evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

Most educational programs around the world that integrate social and emotional learning are based on CASEL's SEL framework. This framework is also drawn upon and referenced by various personal, interpersonal and social curriculum in Australian states and territories, and by programs such as MindMatters, KidsMatter and Response Ability.

While some differences emerge within the literature about how personal and emotional learning should be named, constructed and taught, and different organisations also include some additional categories, it is widely accepted that a Personal and social capability will always include a minimum foundation of the four interrelated and non-sequential organising elements – Self-awareness, Self-management, Social awareness and Social management – used in the Personal and social capability learning continuum.

The capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (DEEWR 2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found in the Personal and social capability, it is also located within other general capabilities, such as Ethical understanding.

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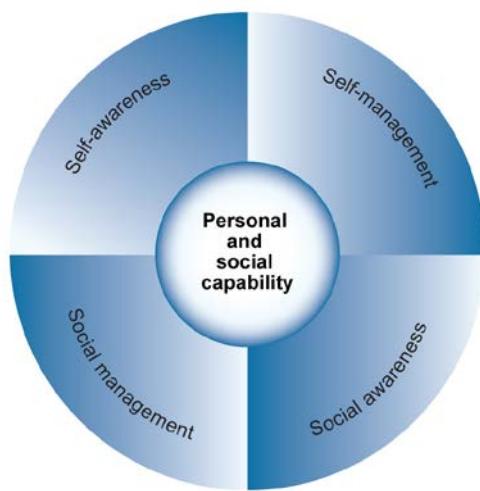
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Organising elements

The Personal and social capability learning continuum is organised into four interrelated elements of:

- Self-awareness
- Self-management
- Social awareness
- Social management

The diagram below sets out these elements.



Organising elements for Personal and social capability

Self-awareness

This element involves students in identifying and describing the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Self-awareness involves students reflecting on and evaluating their learning, identifying personal characteristics that contribute to or limit their effectiveness, learning from successes or failures, and being able to interpret their own emotional states, needs and perspectives. In developing and acting with personal and social capability, students:

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

Self-management

This element involves students in effectively regulating, managing and monitoring their own emotional responses, and persisting in completing tasks and overcoming obstacles. Students are engaged in developing organisational skills, and identifying the resources needed to achieve goals. This is achieved through developing the skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations. It also involves the metacognitive skill of learning when and how to use particular strategies. In developing and acting with personal and social capability, students:

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable.

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

Personal and Social Capability Learning Continuum

Self-awareness

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise emotions						
recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Examples <ul style="list-style-type: none"> recognising when they are feeling 'happy', 'sad', 'afraid' or 'angry' and naming the emotion or selecting a photograph of a face that matches their current emotional state 	Examples <ul style="list-style-type: none"> describing responses such as being excited at a birthday party or feeling disappointed when not selected for an award 	Examples <ul style="list-style-type: none"> considering how others respond to difficult situations in historical contexts or when listening to fictional stories 	Examples <ul style="list-style-type: none"> discussing their emotional responses to events, such as celebrations, sporting events or news stories 	Examples <ul style="list-style-type: none"> explaining the likely consequences of inappropriate emotional responses in a range of social situations 	Examples <ul style="list-style-type: none"> investigating emotional responses to unfair play or unfair treatment at work 	Examples <ul style="list-style-type: none"> gathering feedback from peers and adults about the appropriateness of their emotional responses in a range of situations

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELA1429	English ACELA1462	English ACELA1488	English ACELT1617 History ACHHK115	English ACELT1626 Science ACESIS140	English ACELT1643 Science ACESIS208 History ACDSEH121
Recognise personal qualities and achievements						
express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Examples <ul style="list-style-type: none">• choosing to engage in an activity	Examples <ul style="list-style-type: none">• describing activities they enjoy at school, noting their strengths	Examples <ul style="list-style-type: none">• identifying a personal quality or skill, such as being good at soccer or spelling, and describing how this might be useful to others	Examples <ul style="list-style-type: none">• listing a range of strengths supported by examples from home, school and community experiences	Examples <ul style="list-style-type: none">• keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome	Examples <ul style="list-style-type: none">• considering what interventions they could have made, and how these may have changed outcomes in study and personal pursuits	Examples <ul style="list-style-type: none">• designing a personal capability inventory that includes evidence to support their self-assessments

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELA1429 Science ACSSU002 History ACHHK001	English ACELT1589 Science ACSSU030 History ACHHK045	English ACELY1692 Science ACESIS069	English ACELA1515 Science ACSHE220 History ACHHS120	English ACELA1541	English ACELT1814 History ACDSEH147
Understand themselves as learners						
select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Examples <ul style="list-style-type: none">communicating a willingness to have a go at a task	Examples <ul style="list-style-type: none">sharing a personal experience, interest or discovery with peers, and describing what they have learnt	Examples <ul style="list-style-type: none">describing how practising a skill improves performance	Examples <ul style="list-style-type: none">keeping a journal of their learning, describing both positive and negative experiences	Examples <ul style="list-style-type: none">identifying their preference as a visual, auditory or kinaesthetic learner	Examples <ul style="list-style-type: none">choosing strategies that capitalise on and expand their strengths and preferred learning styles	Examples <ul style="list-style-type: none">developing personal learning plans that identify effective study techniques
	English ACELT1575 Science ACSSU002	English ACELY1667 Science ACSSU030	English ACELY1689	English ACELY1714	English ACELY1736	

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6	
1a	1b	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Develop reflective practice							
recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability	
Examples	Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> communicating 'I have finished' or 'I am working hard' 	<ul style="list-style-type: none"> responding to open-ended statements such as 'I'm proud of this because ...' or using visual aids to illustrate their responses 	<ul style="list-style-type: none"> responding to prompts which help them acknowledge their successes and identify what they could do to make improvements 	<ul style="list-style-type: none"> with support, identifying strategies that help them complete tasks when they are uncertain and reflecting on their contributions to group activities 	<ul style="list-style-type: none"> building on their strengths in various roles in small and large groups, setting personal challenges to develop new skills and strategies 	<ul style="list-style-type: none"> identifying strategies they have used successfully to complete learning area tasks they have found difficult 		<ul style="list-style-type: none"> noticing how emotions such as anger and excitement affect learning and impact on achievements and successes
	English ACELT1577 History ACHHS017	English ACELT1590	English ACELY1689 Science ACESIS065	English ACEL1710 Science ACESIS108	English ACELY1736	English ACELT1815	Science ACESIS208

Self-management

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Express emotions appropriately						
recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Examples <ul style="list-style-type: none"> communicating the physical changes they experience when excited, angry or stressed such as when they are excited they feel happy; or when they are angry their body goes tense 	Examples <ul style="list-style-type: none"> communicating when they feel left out, lonely, excited, disappointed or unsafe during class and physical activities 	Examples <ul style="list-style-type: none"> using different tone and voice level in and outside the classroom, and when interacting with adults and peers 	Examples <ul style="list-style-type: none"> learning when, how and with whom it is appropriate to share anger, frustration and excitement 	Examples <ul style="list-style-type: none"> noticing how emotions such as anger and excitement affect learning and impact on achievements and successes 	Examples <ul style="list-style-type: none"> predicting situations that serve as emotional triggers and implementing regulating responses 	Examples <ul style="list-style-type: none"> choosing appropriate language and voice to convey personal responses and opinions to a range of adults and peers
	English ACELA1428	English ACELA1461	English ACELT1603	English ACELA1517	English ACELY1808	English ACELY1813

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
			Science ACESIS071	Science ACESIS232 History ACHHS120	Science ACSHE135	Science ACSHE194 History ACDSEH109
Develop self-discipline and set goals						
make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Examples <ul style="list-style-type: none"> choosing to complete a task for positive reinforcement 	Examples <ul style="list-style-type: none"> using class routines such as turn-taking, sitting when listening to stories, following instructions, managing transitions between activities 	Examples <ul style="list-style-type: none"> organising their time using calendars and clocks 	Examples <ul style="list-style-type: none"> identifying how distractions and priorities influence learning 	Examples <ul style="list-style-type: none"> identifying desired goals and making plans to achieve these results 	Examples <ul style="list-style-type: none"> using spread sheets and other organisers to plan and arrange activities at school and study outside school 	Examples <ul style="list-style-type: none"> drawing on goal setting strategies used at school to plan for work life

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELY1646 Mathematics ACMMG008 Science ACSIS233	English ACELA1461 Mathematics ACMMG041 Science ACSIS039	English ACELY1688 Mathematics ACMMG086 Science ACSIS065	English ACELY1710 Mathematics ACMMG139 Science ACSH100 History ACHHS120	English ACELY1731 Science ACSH148	English ACELY1751 Science ACSIS208
Work independently and show initiative						
attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Examples	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> completing a selected task 	<ul style="list-style-type: none"> identifying situations where help is needed and the people who can help them, and when it is appropriate to 'give 	<ul style="list-style-type: none"> describing their daily school routine, identifying areas where it is appropriate and helpful for them to 	<ul style="list-style-type: none"> recognising when strategies previously used are not as effective as new strategies 	<ul style="list-style-type: none"> identifying situations where it is preferable to work independently or with others 	<ul style="list-style-type: none"> developing strategies for overcoming obstacles encountered in working 	<ul style="list-style-type: none"> identifying learning goals and monitoring effectiveness of their strategies and interventions to

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	tasks a go'	show initiative			independently	achieve them
	English ACELY1647 Science ACESIS233 History ACHHS021	English ACELY1667 Science ACESIS039	English ACELT1607 Science ACESIS066	English ACELY1816 Science ACESIS104 History ACHHS120	English ACELY1731 Science ACSHE135	English ACELY1756 Science ACSHE195
Become confident, resilient and adaptable						
identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
Examples <ul style="list-style-type: none"> identifying family, friends, familiar people in the community 	Examples <ul style="list-style-type: none"> choosing strategies to manage unsafe situations such as No Go Tell 	Examples <ul style="list-style-type: none"> continuing to practise a physical activity despite individual limitations 	Examples <ul style="list-style-type: none"> persisting to inform a trusted adult about an unsafe encounter, event or situation 	Examples <ul style="list-style-type: none"> developing coping strategies for managing set backs 	Examples <ul style="list-style-type: none"> recording successful strategies, and drawing on these in unfamiliar and complex situations 	Examples <ul style="list-style-type: none"> reconceptualising a challenging learning task

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELY1651 Science ACESIS039	English ACELY1667 Science ACESIS065	English ACELT1603 Science ACSHS120	English ACELY1710 Science ACSHS120	English ACELY1808 Mathematics ACMNA187 Science ACSHS148	English ACELY1757 Science ACSHS230

Social awareness

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Appreciate diverse perspectives						
show an awareness for the feelings, needs and interests of others	acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Examples <ul style="list-style-type: none"> showing interest in a peer's ideas or opinions 	Examples <ul style="list-style-type: none"> identifying the range of likes and dislikes within their class 	Examples <ul style="list-style-type: none"> comparing changes in attitudes about behaviours in different places or over time 	Examples <ul style="list-style-type: none"> exchanging views with a classmate on a topical issue and reporting their perspective to the class 	Examples <ul style="list-style-type: none"> describing ways that language or gestures are used in a range of social settings 	Examples <ul style="list-style-type: none"> identifying and explaining different perspectives on social issues arising in areas such as industry, agriculture and resource management 	Examples <ul style="list-style-type: none"> recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELT1575 Science ACSSU004 History ACHHS020	English ACELA1460 Science ACSHS035 History ACHHK046	English ACELT1602 History ACHHS085	English ACELY1709 Mathematics ACMSP148 Science ACSHS099 History ACHHS123	English ACELT1626 Science ACSHS136 History ACDSEH009	English ACELY1813 Science ACSHS230 History ACDSEH108
Contribute to civil society						
(The description above also applies to this sub-element)	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b					
	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	Examples <ul style="list-style-type: none"> describing their role in completing class activities and family chores 	Examples <ul style="list-style-type: none"> describing contributions made by significant individuals to their communities 	Examples <ul style="list-style-type: none"> identifying ways they can advocate for specific groups in their communities 	Examples <ul style="list-style-type: none"> considering current methods of waste management in their local environment and ways they might contribute to improving these 	Examples <ul style="list-style-type: none"> investigating strategies to maintain part of the local environment and ways to contribute to its improvement 	Examples <ul style="list-style-type: none"> identifying and trialling strategies to address a global social issue such as child labour
		Science ACSH035 History ACHHK046	Science ACSH062	Mathematics ACMMG139 Science ACSH099	Science ACSH135	Science ACSH195

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand relationships						
(The description above also applies to this sub-element)	explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
	Examples <ul style="list-style-type: none"> • discussing different ways of working together 	Examples <ul style="list-style-type: none"> • discussing how words and actions can help or hurt others, and the effects of modifying their behaviour 	Examples <ul style="list-style-type: none"> • identifying the importance of including others in activities, groups and games 	Examples <ul style="list-style-type: none"> • identifying behaviours that display the positive use of power in relationships 	Examples <ul style="list-style-type: none"> • recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores 	Examples <ul style="list-style-type: none"> • identifying the various communities to which they belong and how language reinforces membership of these communities

Level 1a		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	English ACELA1428 Science ACESIS042	English ACELT1589	English ACELA1488	English ACELA1516 History ACHHK115	English ACELA1541 History ACDSEH010	English ACELA1564 History ACDSEH123

Social management

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Communicate effectively						
respond to the feelings, needs and interests of others	identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Examples	Examples	Examples	Examples	Examples	Examples	Examples
• giving appropriate	• practising	• using spoken	• actively listening	• making and	• analysing popular	• using agreed

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6	
1a	1b	Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
response to a peer's achievements such as by clapping, smiling or cheering	encouraging others, listening to others' ideas, greeting others by name, excusing themselves when interrupting	language and body language to share observations and ideas	and responding to opinions that differ from their own	responding to introductions, building on the ideas of others in discussions, offering and accepting constructive criticism	modes of communication used by young people, noting factors that promote or obstruct communication	protocols to join group discussions and assert their own viewpoint, entertaining divergent views, developing guidelines for the effective use of social media	
	English ACELA1429 Mathematics ACMSP011 Science ACESIS014 History ACHHK003	English ACELY1668 Science ACESIS037 History ACHHK045	English ACELA1489 Science ACESIS071	English ACELY1816 Science ACESIS232 History ACHHS120	English ACELT1627 Science ACESIS139	English ACELA1572 Science ACESIS208 History ACHHS189	
Work collaboratively							
(The description above also applies to this sub-element)	share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of	

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1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
				and projects	personal and group objectives	team members to complete complex tasks
	Examples <ul style="list-style-type: none"> taking turns, sharing resources and following class routines 	Examples <ul style="list-style-type: none"> participating in guided group investigations 	Examples <ul style="list-style-type: none"> including others in the group and respecting their opinions, working for a common goal 	Examples <ul style="list-style-type: none"> encouraging others, negotiating roles and relationships and managing time and tasks 	Examples <ul style="list-style-type: none"> assessing how well they support other members of the team in group investigations and projects 	Examples <ul style="list-style-type: none"> considering the ideas of others in reaching an independent or shared decision
	English ACELY1646 Science ACSHE013	English ACELY1789 Science ACSI041	English ACELY1688 Science ACSI065	English ACELY1816	English ACELY1808 Science ACSI140	English ACELY1813 Science ACSI0208
Make decisions						
(The description above also applies to this sub-element)	identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	Examples <ul style="list-style-type: none"> making choices about resources for play and learning tasks 	Examples <ul style="list-style-type: none"> naming roles and responsibilities in class meetings and identifying fair methods for choosing people for these roles 	Examples <ul style="list-style-type: none"> deciding how to share resources for a learning task and forecasting the outcomes of options 	Examples <ul style="list-style-type: none"> identifying the people, events and situations that influence how decisions are made 	Examples <ul style="list-style-type: none"> using scientific, ethical, economic and social arguments to make decisions regarding personal and community issues 	Examples <ul style="list-style-type: none"> explaining how a change in a social policy could affect individuals and groups
			English ACELT1794 Science ACESIS064	English ACELY1709 Mathematics ACMNA132 Science ACSHS220 History ACHHK116	Mathematics ACMNA187 Science ACSHS136	Mathematics ACMNA229 Science ACESIS206 History ACDSEH123
Negotiate and resolve conflict						
(The description above also applies to this sub-element)	listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
						and conflicts
	Examples <ul style="list-style-type: none"> identifying characters in stories who feel differently about the same situation, and how they might respond in the same situation 	Examples <ul style="list-style-type: none"> using strategies such as showing courtesy to others when voicing disagreement or an alternative point of view 	Examples <ul style="list-style-type: none"> identifying issues that cause conflict and exploring how conflict has been resolved in a range of contexts 	Examples <ul style="list-style-type: none"> demonstrating steps of a conflict resolution process such as listen, express feelings, discuss solutions, make amends 	Examples <ul style="list-style-type: none"> evaluating the effectiveness of imposed resolutions compared to mutually agreed resolutions to conflict 	Examples <ul style="list-style-type: none"> using mediation skills to support people holding different views on a given topic and to assist in respecting one another's views
Develop leadership skills						
(The description above also applies to this sub-element)	identify ways to take responsibility for familiar tasks at home	discuss ways in which they can take responsibility for their	discuss the concept of leadership and identify situations where it is appropriate to adopt	initiate or help to organise group activities that address a	plan school and community projects, applying effective problem-solving and	propose, implement and monitor strategies to address needs prioritised at local,

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
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	and school	own actions	this role	common need	team-building strategies, and making the most of available resources to achieve goals	national, regional and global levels, and communicate these widely
	Examples <ul style="list-style-type: none"> identifying ways to help at school, such as closing windows, tidying workspace, distributing resources 	Examples <ul style="list-style-type: none"> discussing ways in which they participate in games in the playground 	Examples <ul style="list-style-type: none"> choosing a range of roles in group activities 	Examples <ul style="list-style-type: none"> volunteering to lead a peer coaching activity 	Examples <ul style="list-style-type: none"> initiating and planning school and community projects such as charity work, environmental projects and coaching 	Examples <ul style="list-style-type: none"> developing a communication strategy for an identified project
		English ACELY1789	English ACELY1689	English ACELY1714		