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. 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.

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.

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.
References


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](image)

**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

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<th>Level 1</th>
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<tr>
<td>Level 2</td>
<td>Typically by the end of Year 2, students:</td>
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<tr>
<td></td>
<td>Recognise emotions</td>
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<td></td>
<td>identify a range of emotions and describe situations that may evoke these emotions</td>
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<td>Examples</td>
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<tr>
<td></td>
<td>• describing responses such as being excited at a birthday party or feeling disappointed when not selected for an award</td>
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<td>English [ACELA1420]</td>
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<td>Level 3</td>
<td>Typically by the end of Year 4, students:</td>
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<td>describe the influence that people, situations and events have on their emotions</td>
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<td>Examples</td>
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<td></td>
<td>• considering how others respond to difficult situations in historical contexts or when listening to fictional stories</td>
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<td>English [ACELA1462]</td>
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<td>Level 4</td>
<td>Typically by the end of Year 6, students:</td>
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<td>explain how the appropriateness of emotional responses influences behaviour</td>
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<td>Examples</td>
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<td></td>
<td>• discussing their emotional responses to events, such as celebrations, sporting events or news stories</td>
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<td>English [ACELA1488]</td>
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<td>Level 5</td>
<td>Typically by the end of Year 8, students:</td>
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<td>examine influences on and consequences of their emotional responses in learning, social and work-related contexts</td>
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<td>Examples</td>
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<tr>
<td></td>
<td>• explaining the likely consequences of inappropriate emotional responses in a range of social situations</td>
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<td>English [ACELT1617]</td>
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<td></td>
<td>History [ACHHK115]</td>
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<tr>
<td>Level 6</td>
<td>Typically by the end of Year 10, students:</td>
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<td>reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</td>
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<td>Examples</td>
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<td></td>
<td>• investigating emotional responses to unfair play or unfair treatment at work</td>
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<td>English [ACELT1626]</td>
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<td>Science [ACSIS140]</td>
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<td>History [ACDSEH121]</td>
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#### Recognise personal qualities and achievements

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<tr>
<td>Level 2</td>
<td>Typically by the end of Year 2, students:</td>
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<td></td>
<td>identify their likes and dislikes, needs and wants, and explore what influences these</td>
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<td>identify and describe personal interests, skills and achievements and explain how these contribute to family and school life</td>
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<td>Level 3</td>
<td>Typically by the end of Year 4, students:</td>
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<td>describe personal strengths and challenges and identify skills they wish to develop</td>
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<td>Level 4</td>
<td>Typically by the end of Year 6, students:</td>
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<td>describe the influence that personal qualities and strengths have on their learning outcomes</td>
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<td>Level 5</td>
<td>Typically by the end of Year 8, students:</td>
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<td>make a realistic assessment of their abilities and achievements and prioritise areas for improvement</td>
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<td>Level 6</td>
<td>Typically by the end of Year 10, students:</td>
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<td>assess their strengths and challenges and devise personally appropriate strategies to achieve future success</td>
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English [ACELA1462]  
English [ACELA1488]  
English [ACELT1617]  
History [ACHHK115]  
Science [ACSIS140]  
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<td>• describing activities they enjoy at school, noting their strengths</td>
<td>• identifying a personal quality or skill, such as being good at soccer or spelling, and describing how this might be useful to others</td>
<td>• listing a range of strengths supported by examples from home, school and community experiences</td>
<td>• keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome</td>
<td>• considering what interventions they could have made, and how these may have changed outcomes in study and personal pursuits</td>
<td>• designing a personal capability inventory that includes evidence to support their self-assessments</td>
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Science [ACSSU002](#)  
History [ACHHK001](#)  

English [ACELT1589](#)  
Science [ACSSU030](#)  
History [ACHHK045](#)  

English [ACELY1692](#)  
Science [ACSSU069](#)  

English [ACELA1541](#)  
English [ACELT1814](#)  
History [ACDSEH147](#)  

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**Understand themselves as learners**

**Examples**

- 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  
- sharing a personal experience, interest or discovery with peers, and describing what they have learnt  
- describing how practising a skill improves performance  
- keeping a journal of their learning, describing both positive and negative experiences  
- identifying their preference as a visual, auditory or kinaesthetic learner  
- choosing strategies that capitalise on and expand their strengths and preferred learning styles  
- developing personal learning plans that identify effective study techniques

English [ACELT1575](#)  
Science [ACSSU002](#)  

English [ACELY1667](#)  
Science [ACSSU030](#)  

English [ACELY1689](#)  

English [ACELY1714](#)  

English [ACELY1736](#)  

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Science [ACSSU030]  
History [ACHHS120](#)  

English [ACELA1589](#)  
Science [ACSSU002]  

English [ACELY1692](#)  
Science [ACSSU069]  

English [ACELY1689](#)  

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| reflect on their feelings as learners and how their efforts affect skills and achievements<br><br>**Examples**<br>• responding to open-ended statements such as ‘I’m proud of this because …’ or using visual aids to illustrate their responses | reflect on what they have learnt about themselves from a range of experiences at home and school<br><br>**Examples**<br>• responding to prompts which help them acknowledge their successes and identify what they could do to make improvements | reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback<br><br>**Examples**<br>• with support, identifying strategies that help them complete tasks when they are uncertain and reflecting on their contributions to group activities | monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential<br><br>**Examples**<br>• building on their strengths in various roles in small and large groups, setting personal challenges to develop new skills and strategies | predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers<br><br>**Examples**<br>• identifying strategies they have used successfully to complete learning area tasks they have found difficult<br><br>**Examples**<br>monitoring learning plans and identifying future learning needs | 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<br><br>**Examples** | }

**English** ACIELT1577

**History** ACHHS017

**English** ACIELT1590

**Science** ACSIS065

**English** ACELY1689

**Science** ACSIS108

**English** ACELY1710

**Science** ACSIS208

**English** ACELY1736

**Science** ACSIS208

**English** ACIELT1815

**Science** ACSIS208
## Self-management

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### Express emotions appropriately

- **Level 1**: Express their emotions constructively in interactions with others
- **Level 2**: Describe ways to express emotions to show awareness of the feelings and needs of others
- **Level 3**: Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
- **Level 4**: Explain the influence of emotions on behaviour, learning and relationships
- **Level 5**: Forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
- **Level 6**: Consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices

**Examples**

- Communicating when they feel left out, lonely, excited, disappointed or unsafe during class and physical activities
- Using different tone and voice level in and outside the classroom, and when interacting with adults and peers
- Learning when, how and with whom it is appropriate to share anger, frustration and excitement
- Noticing how emotions such as anger and excitement affect learning and impact on achievements and successes
- Predicting situations that serve as emotional triggers and implementing regulating responses
- Choosing appropriate language and voice to convey personal responses and opinions to a range of adults and peers

**Examples**

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### Develop self-discipline and set goals

- **Level 1**: Follow class routines to assist learning
- **Level 2**: Set goals in learning and personal organisation by completing tasks within a given time
- **Level 3**: Explain the value of self-discipline and goal-setting in helping them to learn
- **Level 4**: Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
- **Level 5**: Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals
- **Level 6**: Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts

**Examples**

- Using class routines
- Organising their time
- Identifying how
- Identifying desired
- Using spread sheets
- Drawing on goal

**Examples**

- Using class routines
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<td>such as turn-taking, sitting when listening to stories, following instructions, managing transitions between activities</td>
<td>using calendars and clocks</td>
<td>distractions and priorities influence learning</td>
<td>goals and making plans to achieve these results</td>
<td>and other organisers to plan and arrange activities at school and study outside school</td>
<td>setting strategies used at school to plan for work life</td>
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<tr>
<td>English ACELY1646</td>
<td>Mathematics ACMMG008</td>
<td>Science ACSIS233</td>
<td>English ACELY1688</td>
<td>Mathematics ACMMG086</td>
<td>Science ACSIS039</td>
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<td>attempt tasks independently and identify when and from whom help can be sought</td>
<td>work independently on routine tasks and experiment with strategies to complete other tasks where appropriate</td>
<td>consider, select and adopt a range of strategies for working independently and taking initiative</td>
<td>assess the value of working independently, and taking initiative to do so where appropriate</td>
<td>critique their effectiveness in working independently by identifying enablers and barriers to achieving goals</td>
<td>establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes</td>
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<td>• identifying situations where help is needed and the people who can help them, and when it is appropriate to ‘give tasks a go’</td>
<td>• describing their daily school routine, identifying areas where it is appropriate and helpful for them to show initiative</td>
<td>• recognising when strategies previously used are not as effective as new strategies</td>
<td>• identifying situations where it is preferable to work independently or with others</td>
<td>• developing strategies for overcoming obstacles encountered in working independently</td>
<td>• identifying learning goals and monitoring effectiveness of their strategies and interventions to achieve them</td>
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<td>English ACELY1647</td>
<td>Science ACSIS233</td>
<td>History ACHHS021</td>
<td>English ACELY1667</td>
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**Become confident, resilient and adaptable**

- 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**

- choosing strategies to manage unsafe situations such as No Go Tell
- continuing to practise a physical activity despite individual limitations
- persisting to inform a trusted adult about an unsafe encounter, event or situation
- developing coping strategies for managing set backs
- recording successful strategies, and drawing on these in unfamiliar and complex situations
- reconceptualising a challenging learning task

**English** ADELY1651
Science ADELY1667

**English** ACELY1603
Science ACSIS065

**English** ACELY1603
Science ACSIS039

**English** ACELY1667
Science ACSIS065

**English** ACELY1710
Science ACSHE100

**English** ADELY1808
Mathematics ACMNA187

**English** ADELY1757
Science ACSHE230

**Science** ACSIS039

**Science** ACSIS148
### Social awareness

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#### Appreciate diverse perspectives

- **Level 1**: acknowledge that people hold many points of view
- **Level 2**: describe similarities and differences in points of view between themselves and people in their communities
- **Level 3**: discuss the value of diverse perspectives and describe a point of view that is different from their own
- **Level 4**: explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others
- **Level 5**: acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view
- **Level 6**: articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

**Examples**

- **Level 1**: identifying the range of likes and dislikes within their class
- **Level 2**: comparing changes in attitudes about behaviours in different places or over time
- **Level 3**: exchanging views with a classmate on a topical issue and reporting their perspective to the class
- **Level 4**: describing ways that language or gestures are used in a range of social settings
- **Level 5**: identifying and explaining different perspectives on social issues arising in areas such as industry, agriculture and resource management
- **Level 6**: recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event

**Examples**

- **Level 1**: English ACET1575
- **Level 2**: English ACET1460
- **Level 3**: English ACET1602
- **Level 4**: English ACET1709
- **Level 5**: English ACET1626
- **Level 6**: English ACET1813

**Examples**

- **Level 1**: Science ACSSU004
- **Level 2**: Science ACSHE035
- **Level 3**: History ACHHS085
- **Level 4**: Mathematics ACMSP148
- **Level 5**: Science ACSHE136
- **Level 6**: Science ACSHE230

**Examples**

- **Level 1**: History ACHHS020
- **Level 2**: History ACHHK046
- **Level 3**: History ACHHS123
- **Level 4**: History ACDSEH009
- **Level 5**: History ACDSEH108

#### Contribute to civil society

- **Level 1**: describe ways they can help at home and school
- **Level 2**: describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them
- **Level 3**: identify the various communities to which they belong and what they can do to make a difference
- **Level 4**: identify a community need or problem and consider ways to take action to address it
- **Level 5**: analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- **Level 6**: plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
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**Examples**
- describing their role in completing class activities and family chores

Science ACSHE035
History ACHHK046

**Examples**
- describing contributions made by significant individuals to their communities

Science ACSHE062

**Examples**
- identifying ways they can advocate for specific groups in their communities

Science ACSHE135

**Examples**
- considering current methods of waste management in their local environment and ways they might contribute to improving these

Mathematics ACMMG139
Science ACSHE099

**Examples**
- investigating strategies to maintain part of the local environment and ways to contribute to its improvement

Science ACSHE195

**Examples**
- identifying and trialling strategies to address a global social issue such as child labour

**Understand relationships**

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**
- discussing different ways of working together

English ACELA1428
Science ACSIS042

**Examples**
- discussing how words and actions can help or hurt others, and the effects of modifying their behaviour

English ACELT1589

**Examples**
- identifying the importance of including others in activities, groups and games

English ACELA1488

**Examples**
- identifying behaviours that display the positive use of power in relationships

English ACELA1516
History ACHHK115

**Examples**
- recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores

English ACELA1541
History ACDSEH010

**Examples**
- identifying the various communities to which they belong and how language reinforces membership of these communities

English ACELA1564
History ACDSEH123
# Social management

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## Communicate effectively

### Level 1
- Identify positive ways to initiate, join and interrupt conversations with adults and peers

### Examples
- Practising encouraging others, listening to others’ ideas, greeting others by name, excusing themselves when interrupting

### Level 2
- Discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers

### Examples
- Using spoken language and body language to share observations and ideas

### Level 3
- Identify communication skills that enhance relationships for particular groups and purposes

### Examples
- Actively listening and responding to opinions that differ from their own

### Level 4
- Identify and explain factors that influence effective communication in a variety of situations

### Examples
- Making and responding to introductions, building on the ideas of others in discussions, offering and accepting constructive criticism

### Level 5
- Analyse enablers of and barriers to effective verbal, nonverbal and digital communication

### Examples
- Analysing popular modes of communication used by young people, noting factors that promote or obstruct communication

### Level 6
- Formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

### Examples
- Using agreed protocols to join group discussions and assert their own viewpoint, entertaining divergent views, developing guidelines for the effective use of social media

### English
- ACELA1429
- ACELY1668
- ACELA1489
- ACELY1816
- ACELA1572

### Mathematics
- ACMSP011
- ACSIS037
- ACSIS071
- ACSIS139
- ACSIS208

### Science
- ACSIS014
- ACSIS045
- ACSIS232
- ACSIS189

### History
- ACHHK003
- ACHHK045
- ACHHS120
- ACHHS189

## Work collaboratively

### Level 1
- Share experiences of cooperation in play and group activities

### Examples
- Identify cooperative behaviours in a range of group activities

### Level 2
- Describe characteristics of cooperative behaviour and identify evidence of these in group activities

### Examples
- Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects

### Level 3
- Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects

### Examples
- Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

### Level 4
- Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives

### Examples
- Critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members
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**Examples**
- taking turns, sharing resources and following class routines
- participating in guided group investigations
- including others in the group and respecting their opinions, working for a common goal
- encouraging others, negotiating roles and relationships and managing time and tasks
- assessing how well they support other members of the team in group investigations and projects
- considering the ideas of others in reaching an independent or shared decision

**Make decisions**
- identify options when making decisions to meet their needs and the needs of others
- 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

**Examples**
- making choices about resources for play and learning tasks
- deciding how to share resources for a learning task and forecasting the outcomes of options
- identifying the people, events and situations that influence how decisions are made
- using scientific, ethical, economic and social arguments to make decisions regarding personal and community issues
- explaining how a change in a social policy could affect individuals and groups

**English**  
- ACELY1646
- ACELY1789
- ACELY1688
- ACELY1816
- ACELY1813
- ACELY1808
- ACELY1813

**Science**  
- ACSHE013
- ACSIS041
- ACSIS065
- ACSIS140
- ACSIS208
- ACSIS064
- ACSIS132
- ACSHE220
- ACSHE136
- ACDSEH123

**Mathematics**  
- ACMNA132
- ACMNA1794
- ACMNA1709
- ACMNA137
- ACMNA229
- ACMNA187

**History**  
- ACDSEH123
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### Negotiate and resolve conflict

- **Typically by the end of Foundation Year, students:**
  - listen to others’ ideas, and recognise that others may see things differently from them

- **Level 2**
  - practise solving simple interpersonal problems, recognising there are many ways to solve conflict

- **Level 3**
  - identify a range of conflict resolution strategies to negotiate positive outcomes to problems

- **Level 4**
  - identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

- **Level 5**
  - assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations

- **Level 6**
  - generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

#### Examples

- **Typically by the end of Foundation Year, students:**
  - identifying characters in stories who feel differently about the same situation, and how they might respond in the same situation

- **Level 2**
  - using strategies such as showing courtesy to others when voicing disagreement or an alternative point of view

- **Level 3**
  - identifying issues that cause conflict and exploring how conflict has been resolved in a range of contexts

- **Level 4**
  - demonstrating steps of a conflict resolution process such as listen, express feelings, discuss solutions, make amends

- **Level 5**
  - evaluating the effectiveness of imposed resolutions compared to mutually agreed resolutions to conflict

- **Level 6**
  - using mediation skills to support people holding different views on a given topic and to assist in respecting one another’s views

#### English

- **ACELY1784**
- **ACELT1589**

#### Mathematics

- **ACMNA289**
- **ACMNA132**
- **ACMNA135**

#### Science

- **ACSI07**
- **ACSI09**
- **ACSI06**
- **ACSI07**

#### History

- **ACHHK116**
- **ACHHK115**
- **ACHHK115**
- **ACHHK115**
- **ACHHK115**

### Develop leadership skills

- **Typically by the end of Foundation Year, students:**
  - identify ways to take responsibility for familiar tasks at home and school

- **Level 2**
  - discuss ways in which they can take responsibility for their own actions

- **Level 3**
  - discuss the concept of leadership and identify situations where it is appropriate to adopt this role

- **Level 4**
  - initiate or help to organise group activities that address a common need

- **Level 5**
  - plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to

- **Level 6**
  - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

#### Examples

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<td>• discussing ways in which they participate in games in the playground</td>
<td>• choosing a range of roles in group activities</td>
<td>• volunteering to lead a peer coaching activity</td>
<td>• initiating and planning school and community projects such as charity work, environmental projects and coaching</td>
<td>• developing a communication strategy for an identified project</td>
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