

Australian Curriculum - General Capabilities: Personal and Social Capabilities development mapping

Level 1: Typically by the end of Foundation Year, students:

Self-awareness	Self-management	Social Awareness	Social Management
<p>Recognise emotions identify a range of emotions and describe situations that may evoke these emotions</p>	<p>Express emotions appropriately express their emotions constructively in interactions with others</p>	<p>Appreciate diverse perspectives acknowledge that people hold many points of view</p>	<p>Communicate effectively identify positive ways to initiate, join and interrupt conversations with adults and peers</p>
<p>Recognise personal qualities and achievements identify their likes and dislikes, needs and wants, and explore what influences these</p>	<p>Develop self-discipline and set goals follow class routines to assist learning</p>	<p>Contribute to civil society describe ways they can help at home and school</p>	<p>Work collaboratively share experiences of cooperation in play and group activities</p>
<p>Understand themselves as learners identify their abilities, talents and interests as learners</p>	<p>Work independently and show initiative attempt tasks independently and identify when and from whom help can be sought</p>	<p>Understand relationships explore relationships through play and group experiences</p>	<p>Make decisions identify options when making decisions to meet their needs and the needs of others</p>
<p>Develop reflective practice reflect on their feelings, how their efforts affect skills and achievements</p>	<p>Become confident, resilient and adaptable identify situations that feel safe or unsafe, approaching new situations with confidence</p>		<p>Negotiate and resolve conflict listen to others' ideas, and recognise that others may see things differently from them</p>
			<p>Develop leadership skills identify ways to take responsibility for familiar tasks at home and school</p>

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Level 2: Typically by the end of Year 2, students:

Self-awareness	Self-management	Social Awareness	Social Management
<p>Recognise emotions compare their emotional responses with those of their peers</p>	<p>Express emotions appropriately describe ways to express emotions to show awareness of the feelings and needs of others</p>	<p>Appreciate diverse perspectives describe similarities and differences in points of view between themselves and people in their communities</p>	<p>Communicate effectively discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers</p>
<p>Recognise personal qualities and achievements identify and describe personal interests, skills and achievements and explain how these contribute to family and school life</p>	<p>Develop self-discipline and set goals set goals in learning and personal organisation by completing tasks within a given time</p>	<p>Contribute to civil society describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them</p>	<p>Work collaboratively identify cooperative behaviours in a range of group activities</p>
<p>Understand themselves as learners discuss their strengths and weaknesses as learners and identify some learning strategies to assist them</p>	<p>Work independently and show initiative work independently on routine tasks and experiment with strategies to complete other tasks where appropriate</p>	<p>Understand relationships identify ways to care for others, including ways of making and keeping friends</p>	<p>Make decisions practise individual and group decision making in situations such as class meetings and when working in pairs and small groups</p>
<p>Develop reflective practice reflect on what they have learnt about themselves from a range of experiences at home and school</p>	<p>Become confident, resilient and adaptable undertake and persist with short tasks, within the limits of personal safety</p>		<p>Negotiate and resolve conflict practise solving simple interpersonal problems, recognising there are many ways to solve conflict</p>
			<p>Develop leadership skills discuss ways in which they can take responsibility for their own actions</p>

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Level 3: Typically by the end of Year 4, students:

Self-awareness	Self-management	Social Awareness	Social Management
<p>Recognise emotions describe the influence that people, situations and events have on their emotions</p>	<p>Express emotions appropriately identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations</p>	<p>Appreciate diverse perspectives discuss the value of diverse perspectives and describe a point of view that is different from their own</p>	<p>Communicate effectively identify communication skills that enhance relationships for particular groups and purposes</p>
<p>Recognise personal qualities and achievements describe personal strengths and challenges and identify skills they wish to develop</p>	<p>Develop self-discipline and set goals explain the value of self-discipline and goal-setting in helping them to learn</p>	<p>Contribute to civil society identify the various communities to which they belong and what they can do to make a difference</p>	<p>Work collaboratively describe characteristics of cooperative behaviour and identify evidence of these in group activities</p>
<p>Understand themselves as learners identify and describe factors and strategies that assist their learning</p>	<p>Work independently and show initiative consider, select and adopt a range of strategies for working independently and taking initiative</p>	<p>Understand relationships describe factors that contribute to positive relationships, including with people at school and in their community</p>	<p>Make decisions contribute to and predict the consequences of group decisions in a range of situations</p>
<p>Develop reflective practice reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback</p>	<p>Become confident, resilient and adaptable persist with tasks when faced with challenges and adapt their approach where first attempts are not successful</p>		<p>Negotiate and resolve conflict identify a range of conflict resolution strategies to negotiate positive outcomes to problems</p>
			<p>Develop leadership skills discuss the concept of leadership and identify situations where it is appropriate to adopt this role</p>

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Level 4: Typically by the end of Year 6, students:

Self-awareness	Self-management	Social Awareness	Social Management
<p>Recognise emotions explain how the appropriateness of emotional responses influences behaviour</p>	<p>Express emotions appropriately explain the influence of emotions on behaviour, learning and relationships</p>	<p>Appreciate diverse perspectives explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others</p>	<p>Communicate effectively identify and explain factors that influence effective communication in a variety of situations</p>
<p>Recognise personal qualities and achievements describe the influence that personal qualities and strengths have on their learning outcomes</p>	<p>Develop self-discipline and set goals analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals</p>	<p>Contribute to civil society identify a community need or problem and consider ways to take action to address it</p>	<p>Work collaboratively contribute to groups and teams, suggesting improvements in methods used for group investigations and projects</p>
<p>Understand themselves as learners identify preferred learning styles and work habits</p>	<p>Work independently and show initiative assess the value of working independently, and taking initiative to do so where appropriate</p>	<p>Understand relationships identify the differences between positive and negative relationships and ways of managing these</p>	<p>Make decisions identify factors that influence decision making and consider the usefulness of these in making their own decisions</p>
<p>Develop reflective practice monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential</p>	<p>Become confident, resilient and adaptable devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety</p>		<p>Negotiate and resolve conflict identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations</p>
			<p>Develop leadership skills initiate or help to organise group activities that address a common need</p>

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Level 5: Typically by the end of Year 8, students:

Self-awareness	Self-management	Social Awareness	Social Management
<p>Recognise emotions examine influences on and consequences of their emotional responses in a learning, social and work-related contexts</p>	<p>Express emotions appropriately forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour</p>	<p>Appreciate diverse perspectives acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view</p>	<p>Communicate effectively analyse enablers of and barriers to effective verbal, nonverbal and digital communication</p>
<p>Recognise personal qualities and achievements make a realistic assessment of their abilities and achievements, and prioritise areas for improvement</p>	<p>Develop self-discipline and set goals select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals</p>	<p>Contribute to civil society analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities</p>	<p>Work collaboratively assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives</p>
<p>Understand themselves as learners identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning</p>	<p>Work independently and show initiative critique their effectiveness in working independently by identifying enablers and barriers to achieving goals</p>	<p>Understand relationships identify indicators of possible problems in relationships in a range of social and work related situations</p>	<p>Make decisions assess individual and group decision-making processes in challenging situations</p>
<p>Develop reflective practice predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers</p>	<p>Become confident, resilient and adaptable assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence</p>		<p>Negotiate and resolve conflict assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations</p>
			<p>Develop leadership skills plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals</p>

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Level 6: Typically by the end of Year 10, students:

Self-awareness	Self-management	Social Awareness	Social Management
<p>Recognise emotions reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</p>	<p>Express emotions appropriately consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices</p>	<p>Appreciate diverse perspectives articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views</p>	<p>Communicate effectively formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks</p>
<p>Recognise personal qualities and achievements assess their strengths and challenges and devise personally appropriate strategies to achieve future success</p>	<p>Develop self-discipline and set goals critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts</p>	<p>Contribute to civil society plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels</p>	<p>Work collaboratively critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks</p>
<p>Understand themselves as learners evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required</p>	<p>Work independently and show initiative establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes</p>	<p>Understand relationships explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships</p>	<p>Make decisions develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making</p>
<p>Develop reflective practice reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability</p>	<p>Become confident, resilient and adaptable evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations</p>		<p>Negotiate and resolve conflict generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts</p>
			<p>Develop leadership skills propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely</p>

