GENERAL CAPABILITIES

PERSONAL AND SOCIAL CAPABILTY

Consultation – introductory information and learning continua

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REVIEW OF THE AUSTRALIAN CURRICULUM F–10: GENERAL CAPABILITIES

Personal and Social capability

Introduction

The terms of reference for the Review of the Australian Curriculum F–10 (the Review), require the Australian Curriculum, Assessment and Reporting Authority (ACARA), to "revisit and improve where necessary, the learning continua for the general capabilities with reference to current research".[1]

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully in the twenty-first century. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

The F–10 Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Critical and Creative Thinking
- Digital Literacy (formerly Information and Communication Technology (ICT) capability)
- Personal and Social capability
- Ethical Understanding
- Intercultural Understanding.

General capabilities are addressed through the content of the learning areas; discipline-based content knowledge is important for the development of general capabilities. The teaching of learning area content will be strengthened by the application of relevant general capabilities, as will the development of the general capabilities through appropriate learning area contexts.

Opportunities to develop general capabilities in learning area content vary. Some general capabilities are essential to, and best developed within specific learning areas; others support learning in any learning area. General capabilities are identified in content descriptions where they are developed or applied through learning area content. They are also identified in content elaborations where they offer opportunities to add depth and richness to student learning.

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[1] Australian Curriculum, Assessment and Reporting Authority (ACARA), 2020, *Terms of reference: Review of the Australian Curriculum F–10*, p. 4.

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Organisation of the general capabilities

Each general capability has an introduction that provides a description of the capability and a rationale for its inclusion in the Australian Curriculum.

Each general capability is presented as either a learning continuum or a learning progression and is structured around elements and sub-elements.

A learning continuum has been developed for five of the seven general capabilities, and describes the knowledge, skills and behaviours that students can reasonably be expected to develop from Foundation to Year 10. The continua map common paths for the development of knowledge, skills and behaviours in each of the elements and sub-elements across six levels for Critical and Creative Thinking, Digital Literacy, Personal and Social capability, Ethical Understanding and Intercultural Understanding.

For Personal and Social capability, level 1 was divided into two sub-levels, 1a and 1b, to support students with disability to access the curriculum. Level 1a describes the development of awareness of self and others and Level 1b describes the skills or actions that accompany understandings about self and others.

For the Literacy and Numeracy capabilities, more detailed learning progressions have been developed to describe the learning pathway(s) along which students typically progress regardless of age or year level. The National Literacy and Numeracy Learning Progressions describe the skills, understandings and capabilities students typically acquire as their proficiency increases in a particular aspect of the curriculum over time, and help teachers ascertain the stage of learning reached, identify any gaps in skills and knowledge, and plan for the next step to progress learning.

Review of the Personal and Social capability

The review of Personal and Social capability followed a similar process to that of the other general capabilities:

a) Research related to Personal and Social capability was sourced and reviewed.
b) An analysis of the learning continuum was undertaken for horizontal and vertical alignment.
c) The continuum was compared with a range of learning area content descriptions to ensure the alignment of concepts and expectations.
d) The continuum was compared to the continua of the other general capabilities to identify commonalities and align language and 'at level' descriptions across continua.
e) An external expert panel was convened to critique and provide input into drafting improvements to the continuum.
f) Evidence gathered in the research, analysis and comparison phases was used to refine and propose revisions of the continuum for consultation and feedback through ACARA's reference groups, advisory groups and expert panels.

In addition, as part of the review of the Personal and Social capability, ACARA collaborated with the Assessment Research Centre at the University of Melbourne to investigate the

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extent to which ACARA's Personal and Social capability learning continuum and the SWANs learning progressions, owned by The University of Melbourne, were aligned. This work informed proposed changes to Level 1a of the Personal and Social capability learning continuum.

The review of the Personal and Social capability learning continuum found:

- sub-elements that change focus or intent from level one to level six
- misalignment of sequences or descriptions of skills across levels
- sub-elements that describe multiple skills
- sub-elements that do not provide clear links to content or context.

The review identified the following opportunities to improve the Personal and Social capability learning continuum:

- revisit and improve where necessary the element and sub-element descriptions and developmental sequence
- revisit the structural flow of sub-elements and alignment across the continuum
- improve the relationship of the Personal and Social capability continuum to learning area content.

As a result of the Review, the following key changes were made to the Personal and Social learning continuum.

a) Five structural changes were made to the organisation of the continuum:

- 'Recognise personal qualities and achievements' and 'Understand themselves as learners' sub-elements were combined into one sub-element named 'Personal awareness'.

- 'Work independently and show initiative' was removed from the 'Self-management' element, and 'Develop self-discipline and set goals' was renamed 'Self-regulation'.

- 'Understand relationships' and 'Appreciate diverse perspectives' sub-elements were combined to form the 'Relational awareness' sub-element as acknowledgement that appreciating diversity is a key component of relationship building.

- The sub-element 'Contribute to civil society' was renamed 'Community awareness' to acknowledge the need to develop awareness of, and take responsibility for, their social, physical, and natural environments.

- 'Empathy' was included as a sub-element to acknowledge the development of the skill to manage relationships and build awareness of others' feelings, needs, and concerns and its contribution to social awareness.

b) The sub-element descriptions were refined to improve the development sequence across levels one to six, and to more clearly describe the knowledge, skills and behaviours identified within the sub-elements.

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c) Names of the elements and sub-elements in the learning continuum were revised to simplify language across the continuum and to use titles that more appropriately reflect the skill described within the element or sub-element

d) The descriptions for Level 1a were revised and aligned to the new structure of the learning continuum, and additional descriptions for each sub-element included, to support teachers in their approaches to planning and programming for students with disability.

A comparison of the structure of the current to revised learning continuum follows in Table 1.

Table 1: Comparison of the current and revised elements and sub-elements of the Personal and Social learning continuum

Current elements	Current sub-elements	Revised elements	Revised sub-elements
Self-awareness	Recognise emotions	Self-awareness	Personal awareness
	Recognise personal qualities and achievements		Emotional awareness
	Understand themselves as learners		
	Develop reflective practice		Reflective practice
Self-management	Expresses emotions appropriately	Self-management	Self-regulation
	Develop self-discipline and set goals		Emotional regulation
	Work independently and show initiative		
	Become confident, resilient and adaptable		Resilience, adaptability and perseverance
Social awareness	Appreciate diverse perspectives	Social awareness	Empathy
	Contribute to civil society		Relational awareness
	Understand relationships		Community awareness
Social management	Communicate effectively	Social management	Communication
	Work collaboratively		Collaboration
	Make decisions		Leadership
	Negotiate and resolve conflict		Decision-making
	Develop leadership skills		Conflict resolution

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Attachment 1 presents the revised consultation version of the introductory description and learning continuum for Personal and Social capability.

Attachment 2 presents the current learning continuum as a comparison.

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Attachment 1. Personal and Social capability – revised consultation version

Description

Personal and social capability involves students understanding themselves and others, and managing their relationships, lives, work and learning more effectively. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience, resolve conflict, collaborate, and feel positive about themselves and the world around them.

Each element in the learning continuum describes interrelated skills that contribute to the development of personal and social capabilities. The more students learn about their own emotions, values, strengths, and qualities, the more they are able to manage their own emotions and behaviours, understand others, and establish and maintain positive relationships.

Structure

The Personal and Social capability learning continuum is organised into four elements:

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

Figure 1: Organising elements for the Personal and Social capability

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Each element comprises a set of sub-elements to describe the key skills and knowledge reflected in the element, as shown in Table 2.

Table 2: Elements and sub-elements of the Personal and Social capability learning continuum

Element	Sub-elements
Self-awareness	Personal awareness
	Emotional awareness
	Reflective practice
Self-management	Self-regulation
	Emotional regulation
	Resilience, adaptability and perseverance
Social awareness	Empathy
	Relational awareness
	Community awareness
Social management	Communication
	Collaboration
	Leadership
	Decision-making
	Conflict resolution

Self-awareness

This element is organised into three sub- elements:

- Personal awareness – students develop an appreciation of their personal qualities and areas for growth. Through acknowledgment and assessment of their thoughts, feelings, actions and capabilities, students are able to plan for growth across a range of contexts.

- Emotional awareness – students explore the factors that influence emotions in themselves and in others and how emotional responses affect behaviour in a range of contexts.

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- Reflective practice – students reflect cyclically on feedback and self-assessment to evaluate their learning and the factors, personal or otherwise, that influence this learning.

Self-management

This element is organised into three sub-elements:

- Self-regulation – students develop the organisational and planning behaviours needed to achieve goals.

- Emotional regulation – students constructively express, manage, monitor and evaluate their emotional responses in a range of contexts.

- Resilience, adaptability and perseverance – students persist in the face of setbacks and frustrations. They learn to review and modify their approaches when faced with challenges and build strategies to complete tasks and overcome obstacles.

Social awareness

This element is organised into three sub-elements:

- Empathy – students recognise the feelings, needs and concerns of others. They develop their understanding about how respecting the perspectives, emotional states and needs of others is essential to social interactions.

- Relational awareness – students recognise the value of their relationships and examine what makes their relationships work. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities.

- Community awareness – students gain an understanding of the role of advocacy in contemporary society. They learn to build their capacity to take responsibility for their social, physical, and natural environments.

Social management

This element is organised into five sub-elements:

- Communication – students learn to negotiate and communicate effectively with others through verbal, non-verbal and digital means in a range of contexts.

- Collaboration – students work in groups and constructively contribute to ways of working and outputs. They develop the ability to initiate and manage successful personal relationships through participation in a range of group activities.

- Leadership – students explore the ways that they can lead themselves and others. Students build their leadership capacity by examining a range of approaches and learn to select appropriate strategies in different situations.

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- Decision-making – students choose between possibilities to solve problems. They develop their understanding around factors that influence decisions and learn to evaluate the outcomes of decisions.

  Conflict resolution – students develop and apply strategies to prevent, diffuse and resolve conflict to reach constructive outcomes.

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	Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1–2)	Level 3 (Years 3–4)	Level 4 (Years 5–6)	Level 5 (Years 7–8)	Level 6 (Years 9–10)
SELF-AWARENESS	**Personal awareness**	identify their likes, dislikes, strengths and/or interests when showing a personal preference	identify their likes, dislikes, strengths, and interests and how these influence choices	describe personal qualities and how these contribute to growth in a range of contexts	explain influences on personal qualities and how these contribute to personal growth	analyse the influence that choices have on developing personal qualities and identify areas for growth	evaluate strategies to develop personal qualities and describe how they assist their achievement of growth in a range of contexts	devise personally appropriate strategies to achieve growth in a range of contexts
	Emotional awareness	show and identify a range of feelings across different situations	identify their own emotional responses in learning and social contexts	describe the emotional responses of themselves and others in familiar social and learning contexts	explain the influence that their own behaviour has on the emotional responses of others in a range of learning and social contexts	analyse the influence of different factors and situations on their emotional responses in a range of contexts	evaluate how emotional responses influence behaviours in a range of contexts in order to select strategies for managing emotions	reflect on their emotional responses to situations in a range of contexts to formulate strategies for managing emotions in a range of contexts
	Reflective practice	with or without support, identify how their choices can impact their participation in or completion of a task.	identify how their choices affect the development and application of skills and achievement	describe what they have discovered about themselves in a range of contexts by engaging with feedback	build on personal strengths and achievements using feedback and self-assessment	analyse personal strengths and achievements by seeking and responding to feedback	predict personal responses to a range of contexts using feedback from previous responses	evaluate goals set for their own personal, social and cognitive development, reflecting on feedback received
SELF-MANAGEMENT	**Self-regulation**	learn a range of strategies to participate in class activities	develop routines to assist learning when working independently or collaboratively	develop goals to improve learning in collaboration with others	take initiative to plan for learning, setting improvement goals in the process	select and use strategies to monitor own learning and refine goals to plan for further improvement	use, and refine strategies that contribute to regulating behaviour and achieving learning goals	adapt goal setting and planning strategies and apply them in a range of contexts, evaluating their suitability and effectiveness
	Emotional regulation	with or without support, recognise how their feelings influence the way they feel and act	express emotions in social settings with respect for others	moderate emotions in familiar contexts	manage and moderate emotions in a range of contexts using prescribed strategies	manage factors influencing emotions in a range of relational contexts, including learning	manage emotional impulsivity, designing strategies to self-manage in a range of contexts	regulate emotions in a range of contexts, evaluating and refining self-management strategies used
	Resilience, adaptability and perseverance	with support or prompting, attempt to complete familiar tasks	persevere with familiar tasks when first attempts are unsuccessful, adapting attempts as needed	engage with unfamiliar tasks with increasing perseverance and adaptability	persevere when faced with challenges, building on successes and learning from failure	adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks	select, apply and refine strategies to persevere when faced with unexpected or challenging contexts	devise, evaluate and adapt strategies to engage with unexpected or challenging situations and apply these in a range of contexts

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	Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1–2)	Level 3 (Years 3–4)	Level 4 (Years 5–6)	Level 5 (Years 7–8)	Level 6 (Years 9–10)
SOCIAL AWARENESS	**Empathy**	demonstrate an awareness of the feelings and needs of others	demonstrate an awareness of other's perspectives, cultures, and backgrounds	describe similarities and differences between themselves and other's perspectives, cultures, and backgrounds	compare another's perspective based on different values, cultures, and backgrounds with their own	explain how the ability to appreciate others perspective assists in the development of social awareness	analyse the perspectives, cultures, and backgrounds of others with their own to develop social awareness	evaluate responsiveness to others' perspectives, cultures, and backgrounds acknowledging the influence empathy has on developing social awareness
	Relational awareness	show an awareness of how interests and behaviours help build relationships	share feelings, needs and interests with others through play and working within a diverse group	describe ways they can initiate and develop relationships including identifying how others may feel in a range of contexts	identify how they can contribute to healthy relationships and manage challenging relationships	describe a variety of relationships and ways to manage the differences between them	analyse indicators of healthy and challenging relationships and how to manage the differences between them	evaluate how relationships can differ between groups of people and reflect on the skills needed to manage diverse types of relationships
	Community awareness	identify different groups within their community to which they could connect	describe the ways they are connected and can contribute to their community groups	describe how they contribute to their communities, and how others care for and assist them	describe the various communities beyond their own and what they can do to support them	explain the way their actions and the actions of others influence communities	analyse roles and responsibilities of citizens within communities	evaluate ways of contributing to communities at local, national regional and global levels
SOCIAL MANAGEMENT	**Communication**	communicate intentionally with a range of people in different contexts	join, initiate and contribute to positive conversations	enhance verbal, non-verbal and digital communication using a range of skills	apply verbal and non-verbal communication skills when responding in a range of contexts	address factors that influence effective verbal and non-verbal communication in a range of contexts	communicate in a range of contexts, responding to the enablers of, and barriers to, effective verbal, and non-verbal communication	strategise effective verbal and non-verbal communication in response to feedback
	Collaboration	with support or prompting, engage with peers and other community members	participate in group play	work in groups on common tasks and activities	perform designated roles within groups, respecting everyone's contributions to a shared outcome	coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs	integrate diverse perspectives in a range of collaborative contexts, negotiating improvements to ways of working and outputs	devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members
	Leadership	show an awareness of personal responsibility	practise self-leadership by taking responsibility for their own actions	practise ways that they can lead self and others and describe when it is appropriate to adopt a leadership approach	guide and make leadership decisions with a view to how these influence others	select and use different leadership approaches when acting as a sole leader or leading with others	plan for leading action, evaluating the appropriateness of various leadership approaches in the process	propose, implement and evaluate strategies to address needs at local, regional, national or global levels
	Decision-making	with support and prompting, take actions that consider the needs of themselves	identify options that meet the needs of themselves and others when making decisions	practise individual and group decision-making in a range of contexts	predict outcomes of individual and group decisions in a range of contexts	explain factors that influence individual and group decision-making and consider the usefulness of	devise and analyse individual and group decision-making processes in a range of contexts	develop and apply criteria to evaluate the outcomes of individual and group decisions

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	Sub-element	Level 1a	Level 1b (Foundation)	Level 2 (Years 1–2)	Level 3 (Years 3–4)	Level 4 (Years 5–6)	Level 5 (Years 7–8)	Level 6 (Years 9–10)
						these when making decisions		
	Conflict resolution	demonstrate an understanding of the feelings of others when conflict occurs.	listen to conflicting perspectives and apply strategies to calm situations	practice solving simple interpersonal problems, acknowledging there are many ways to prevent and solve conflict	apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts	practice different strategies to prevent, diffuse or resolve conflict, assessing the causes and effects of conflict	select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness	generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts

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	Self-awareness element						
Sub-element	**Level 1a** Students:	**Level 1b** Typically, by the end of Foundation Year, students:	**Level 2** Typically, by the end of Year 2, students:	**Level 3** Typically, by the end of Year 4, students:	**Level 4** Typically, by the end of Year 6, students:	**Level 5** Typically, by the end of Year 8, students:	**Level 6** 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
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
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
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

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Self-management element							
Sub-element	**Level 1a** Students:	**Level 1b** Typically, by the end of Foundation Year, students:	**Level 2** Typically, by the end of Year 2, students:	**Level 3** Typically, by the end of Year 4, students:	**Level 4** Typically, by the end of Year 6, students:	**Level 5** Typically, by the end of Year 8, students:	**Level 6** 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
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
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
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

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Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 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
Contribute to civil society		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
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

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Social management element							
Sub-element	**Level 1a** Students:	**Level 1b** Typically, by the end of Foundation Year, students:	**Level 2** Typically, by the end of Year 2, students:	**Level 3** Typically, by the end of Year 4, students:	**Level 4** Typically, by the end of Year 6, students:	**Level 5** Typically, by the end of Year 8, students:	**Level 6** 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
Work collaboratively		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 and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	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
Make decisions		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
Negotiate and resolve conflict		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 and conflicts
Develop leadership skills		identify ways to take responsibility for familiar tasks at home and school	discuss ways in which they can take responsibility for their own actions	discuss the concept of leadership and identify situations where it is appropriate to adopt this role	initiate or help to organise group activities that address a common need	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

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