

# EsseNTial Learnings

## Overview

All learners will need to adapt constructively and respond creatively and ethically to the diverse challenges posed by rapid global change throughout their lives. In this context, future generations will require both the capacity and commitment to successfully negotiate and develop socially just, ethical and sustainable futures. This will require a strong sense of self and connection with the communities to which they belong.

The EsseNTial Learnings lay the foundation for 'connected life-long learning', and are essential in preparing students for complex future life roles. These learning outcomes include capabilities, understandings and dispositions that students develop across their schooling years (Transition to Year 10).

The EsseNTial Learnings continue to further develop and are applied beyond formal schooling and can provide a foundation for strong 'learning communities'.

EsseNTial Learnings develop throughout life in increasingly complex and diverse situations. Students entering school demonstrating evidence of the Key Growth Points will develop these learnings through local and more immediate contexts. As learners progress through the Bands, they acquire and apply these outcomes in broader community contexts.

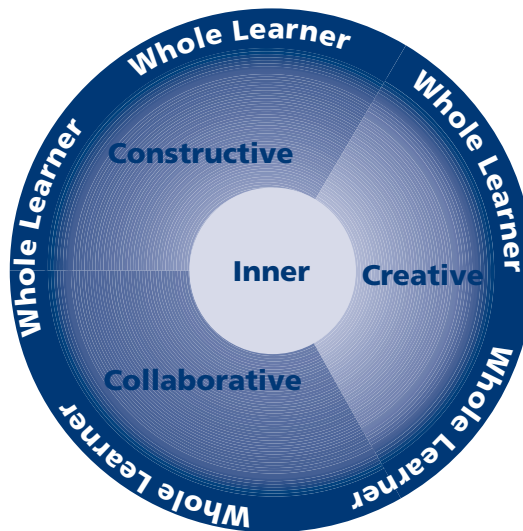


EsseNTial Learnings develop through many real life and educational contexts including all Learning Areas. Links between EsseNTial Learnings and the Learning Areas are identified in the NTCF. These links are not intended to be prescriptive, and schools are encouraged to identify and build on links that support localised learning contexts, needs and educational programs.

The EsseNTial Learnings are organised into the **Inner Learner**, **Creative Learner**, **Collaborative Learner** and **Constructive Learner** domains. Each domain has a set of culminating outcomes and developmental indicators to help map a learner's progress through the Key Growth Points and Bands. The domains are each guided by a key question

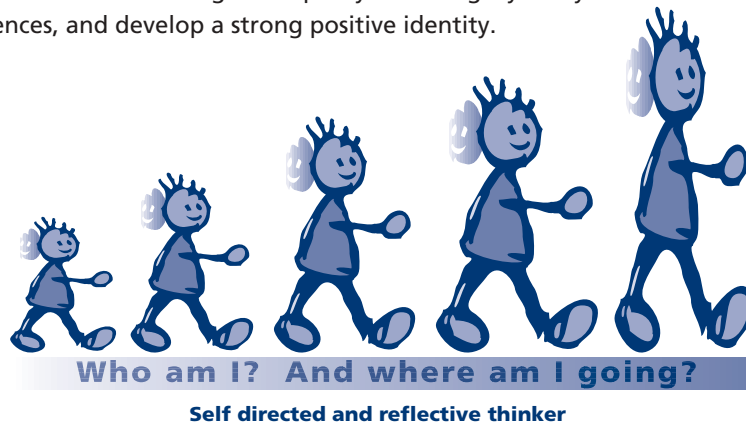
- **Inner Learner:** *Who am I and where am I going?*
- **Creative Learner:** *What is possible?*
- **Collaborative Learner:** *How do I connect with and relate to others?*
- **Constructive Learner:** *How can I make a useful difference?*

The inter-relationship between the four domains, all of which are integral to the whole learner, is illustrated in the following diagram. Outcomes are often developed in tandem and across domains, contributing to the whole learner.



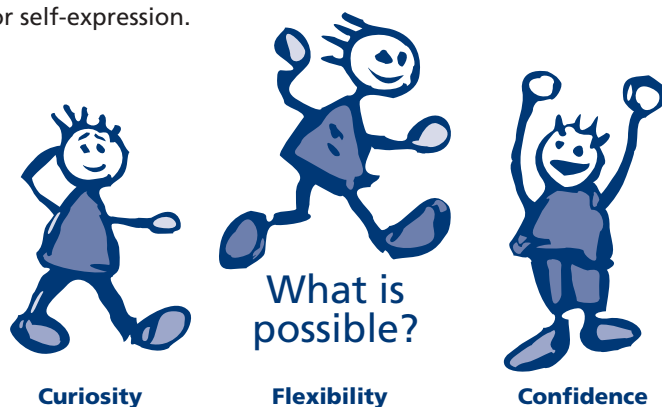
The **Inner Learner** domain enables students to become **self-directed and reflective thinkers**. To do this, students need to ask themselves *who they are and where they are going*. These outcomes are central to the development of the other domains, and students will best develop them through language and cultural systems that they bring to school.

The Inner Learner demonstrates capabilities and inclinations to reflect on one's thinking and learning processes (meta-cognition). Learners develop an understanding of how the past and present shape one's future, resilience and a strong sense of well-being. They make decisions acting on empathy and integrity. They also use their own learning preferences, and develop a strong positive identity.



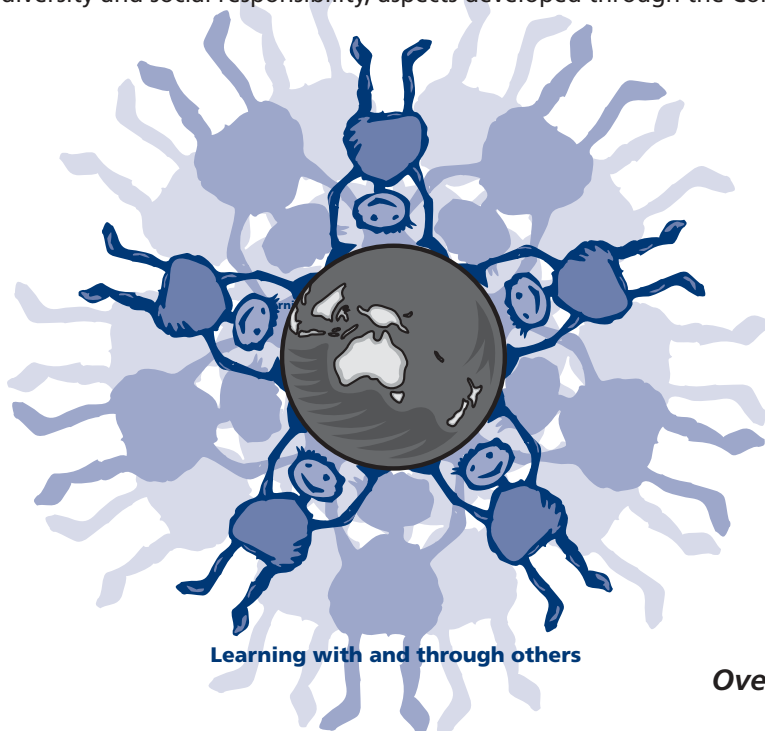
The **Creative Learner** domain enables students to **persevere and become resourceful innovators**. To do this, students need to ask themselves *what is possible*. The outcomes focus on innovation and envisaging possibilities. Students develop curiosity, flexibility and confidence, as well as capturing and expressing meaning, creatively demonstrating evidence of their learning to themselves and to others.

The Creative Learner demonstrates an interest in and capacity to explore ideas and situations for the opportunities they offer. They value originality in order to act on new ideas with confidence. This involves taking risks and using imagination and various resources for self-expression.



The **Collaborative Learner** domain enables students to become **effective communicators and group members**. To do this, students need to ask themselves how they can *connect and work with others*. Learners in this domain develop effective *communication* strategies and understanding of others. This involves attentive listening to consider others' ideas, views and opinions, and is essential in developing the social values of compassion and integrity inherent in the *whole learner*.

The Collaborative Learner demonstrates strategies to constructively deal with and resolve conflict. Learners fulfil group responsibilities including supporting other team or group members, and also develop the social process of learning, not only with, but from others. This supports a strong sense of community, and is closely linked with valuing diversity and social responsibility, aspects developed through the Constructive Learner.



The **Constructive Learner** domain enables students to become **thoughtful producers and contributors**. To do this, students need to ask themselves *how they can make a useful difference*. Through ongoing development and application of the processes in the Action Learning Cycle, students reflect on and learn from experience to improve their own actions. This cycle is driven by reflective thinking developed through the Inner Learner, and involves flexibility, sensitivity, resiliency and empathy evident in the *whole learner*.

The Constructive Learner demonstrates a capacity to effectively access information and tools from appropriate sources, and to analyse and apply them for optimum results. This involves critical thinking when accessing and using information. Learners also participate in efforts to value diversity and social responsibility, and identify and act on environmental and social issues. In this domain, learners contribute thoughtfully to their local and global community.



The Inner Learner is critical to identity, and thus the development of the whole learner. The Creative Learner involves self-expression and the ability to respond and adapt to change. The complex process of communication, vital in connecting with and learning from others, is primarily developed through the Collaborative Learner. The Action Learning Cycle associated with the Constructive Learner involves ongoing reflection and thoughtful action. The two key processes of *communication* and *thoughtful action* are integral to the development of the *whole learner*.

The whole learner is self-directed in pursuing his or her own learning needs and interests. Students will therefore need opportunities to have meaningful input into their own learning programs. This can be achieved by 'negotiating the curriculum', a useful process for programming and developing student-centred learning programs.

The EsseNTial Learnings provide a vehicle for curriculum integration, and for developing educational programs relevant to the diverse and changing contexts of school and local communities. They enable educational programs to be flexible and inclusive and allow learners to achieve the goal of connected life-long learning.

#### References

- Boomer G, Lester N, Oncore C, & Cook J (1992) *Negotiating the Curriculum Educating for the 21st Century*, The Falmer Press, London.
- Spady WS. (1994) *Outcome-Based Education - Critical Issues and Answers*. American Association of School Administrators.

DOMAINS	OUTCOMES
<p><b>INNER learner</b></p> <p><i>"Who am I and where am I going?"</i></p>	<p>A self-directed and reflective THINKER who</p> <p><b>In 1</b> Uses own learning preferences and meta-cognitive processes to optimise learning.</p> <p><b>In 2</b> Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their personal goals.</p> <p><b>In 3</b> Makes decisions and takes actions based on personal values and principles that reflect empathy and integrity.</p> <p><b>In 4</b> Assesses their well-being and takes action for healthy living.</p> <p><b>In 5</b> Demonstrates resilience in pursuing choices and dealing with change.</p> <p><b>In 6</b> Explains how the past, present and future contribute to their own identity and broaden life directions.</p>
<p><b>CREATIVE learner</b></p> <p><i>"What is possible?"</i></p>	<p>A persevering and resourceful INNOVATOR who</p> <p><b>Cr 1</b> Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.</p> <p><b>Cr 2</b> Translates innovative thinking into action and is willing to take risks when challenged by setbacks.</p> <p><b>Cr 3</b> Values originality and acts on new ideas with confidence.</p>
<p><b>COLLABORATIVE learner</b></p> <p><i>"How do I connect with and relate to others?"</i></p>	<p>An effective COMMUNICATOR and GROUP MEMBER who</p> <p><b>Col 1</b> Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions.</p> <p><b>Col 2</b> Uses constructive strategies to resolve conflict.</p> <p><b>Col 3</b> Fulfils their responsibilities as a group member and actively supports other members.</p> <p><b>Col 4</b> Uses appropriate language that is sensitive to audience and culture within a range of contexts.</p>
<p><b>CONSTRUCTIVE learner</b></p> <p><i>"How can I make a useful difference?"</i></p>	<p>A thoughtful PRODUCER and CONTRIBUTOR who</p> <p><b>Con 1</b> Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to optimise results.</p> <p><b>Con 2</b> Uses and justifies a variety of methods to plan, organise and complete tasks, and continually reflects when evaluating the quality of their work.</p> <p><b>Con 3</b> Participates in efforts to value diversity and social responsibility through active and informed involvement in chosen areas within their family and community.</p> <p><b>Con 4</b> Identifies environmental and social issues within the local and global community and takes steps to promote change.</p>

**INNER  
Learner (1)****[In 1] Uses own learning preferences and meta-cognitive processes to optimise learning.****Links**

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial  
Learnings**

Con 2

Learners demonstrating evidence of **Band 5** for example

- consider own learning preferences when prioritising and negotiating options and selecting pathways
- evaluate own work and explain how their preferred ways of learning are reflected in the quality produced
- modify learning strategies on the basis of reflective evaluation and self-assessment
- explain how the awareness of thinking processes enhances performance when solving problems or completing tasks
- use action plans that reflect their thinking processes before beginning/carrying out tasks
- demonstrate flexibility to act according to circumstance
- create evaluation and self-assessment strategies appropriate to learning situations
- analyse own written school reports to monitor progress.

Learners demonstrating evidence of **Band 4** for example

- decide on a performance that demonstrates a preferred way of learning and appraise the process and the product, eg dance, video clip, oral presentation
- consider the pros and cons for pursuing learning and select appropriate course of action
- describe in detail how a problem or task is thought through and explain how the awareness of this thinking process enhances performance
- create action plans that incorporate own preferred learning style in order to complete tasks successfully
- select best pieces of work completed and/or in progress and explain why these are valued in terms of their preferred way of learning
- use a wide variety of self-assessment strategies, eg rating scales, learning portfolios.

Learners demonstrating evidence of **Band 3** for example

- assess how their chosen learning strategies have facilitated learning and make recommendations for future learning
- judge the effectiveness of learning strategies on the basis of personal experience and pursue those most beneficial
- explain and justify the sequence of strategies used for learning in a particular context
- recommend the most appropriate strategy to achieve a task
- use self-evaluation to reflect on and assess work produced, eg rubrics, checklists, learning logs
- describe and explain own learning to a range of audiences.

Learners demonstrating evidence of **Band 2** for example

- identify what they like to learn and describe what helps them to learn these things
- identify own learning goals and strategies
- demonstrate self-correcting behaviours, eg 'If I made a mistake how could I learn from it?'
- use reflective thinking in learning situations, eg maintain a learning journal
- select appropriate strategies and adjust for different purposes and contexts
- talk about the question/task/problem at hand with support
- present and describe own learning to a wide range of audiences, eg other students, parents, at whole school assemblies.

**[In 1]** Uses own learning preferences and meta-cognitive processes to optimise learning.

Learners demonstrating evidence of **Band 1** for example

- identify and explain what they like doing and learning
- take action to address an issue/problem they identify, eg take initiative to organise own belongings
- begin to reflect on own learning through guided questioning, eg 'What do you want to know more about?' 'What would you do differently next time?'
- explain problem solving strategies employed, eg in an adventure game, a simple software application
- present own learning to a wide audience, eg other students, parents, at school assemblies.

Learners demonstrating evidence of **Key Growth Point 3** for example

- discuss what they like to do and why they can do them well/not so well
- begin and complete familiar tasks and activities
- explain strategies used to complete a task or solve a problem, eg what worked/what didn't
- talk about how solving a problem or completing a task made them feel
- explain how they went about solving a problem or completing a task, eg building a model, completing or mastering a computer task
- orally present their learning to peers.

Learners demonstrating evidence of **Key Growth Point 2** for example

- talk about the things they enjoy doing
- choose and explore options through play, eg water play, sandpit, construction materials, play dough
- demonstrate preferred learning activities, eg painting, drawing, talking, making puzzles
- ask and respond to questions related to learning tasks, eg 'How did you make that?'
- begin and complete activities and actions related to a task, with direction
- explore simple open-ended software through play and scaffolding activity
- share own work with others.

Learners demonstrating evidence of **Key Growth Point 1** for example

- recognise connections between own actions and results, eg drop an object
- demonstrate consistent responses within a known routine
- accept that actions/events/activities have a start and a finish
- use adaptive technologies in pro-active, as well as reactive, ways.

**INNER  
Learner (1)**

**Links**

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial  
Learnings**

Con 2

**INNER  
Learner (2)****[In 2] Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their personal goals.****Links**

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Vocational Learning

**EsseNTial Learnings**

In 4, In 5, Creative Learner

Learners demonstrating evidence of **Band 5** for example

- explore a range of means and opportunities that enhance their natural talents
- develop a profile of important strengths and abilities
- produce a Vocational Education and Training Action Plan using goal setting
- relate an awareness of self worth to both inner strength and successful accomplishment
- use technologies as an amplifier of talents, eg to compose music, to create and render drawings, to add a professional finish to art and design work, to communicate with experts in any field **[LT-P]**
- monitor their own learning and set goals for improvement
- critique mistakes and limitations of own practice in achieving goals.

Learners demonstrating evidence of **Band 4** for example

- select areas of involvement to match strengths and as a way of overcoming weaknesses, eg extra curricular activities
- invite the critical assistance of appropriate others in order to improve natural talents
- examine tools for positive self worth and apply them in specific contexts
- identify own interpersonal skills and personal qualities
- identify current personal skills that are transferable to life-roles
- select future directions based on incorporating advice on own strengths and weaknesses.

Learners demonstrating evidence of **Band 3** for example

- assess personal strengths and weaknesses and how these enhance or inhibit the achievement of goals
- identify present and positive perceptions of self
- apply tools such as positive self-talk as a means of developing self-worth
- seek opportunities to share personal interests with others, eg collections
- explain how meeting challenges and achieving goals can promote feelings of self worth.

Learners demonstrating evidence of **Band 2** for example

- discuss activities they feel they excel at and how they can continue to enhance these abilities
- discuss difficulties in pursuing personal choices without the support of others, eg playing rugby rather than Australian Rules Football with their peers
- identify their wants and needs and set goals to realise them
- explain the importance of goals in different life contexts, eg personal, social, sporting.

**[In 2] Identifies and actively develops their natural talents, self-worth and learned skills to pursue and achieve their personal goals.**

**INNER  
Learner (2)**

Learners demonstrating evidence of **Band 1** for example

- talk about the things they are good at and how these could be further developed
- recognise areas of natural ability and feelings associated with performing at best
- explore feelings of self-worth, eg share feelings after a performance
- demonstrate confidence in their ability to perform a range of tasks **[LT-P]**
- develop personal learning goals.

Learners demonstrating evidence of **Key Growth Point 3** for example

- talk about their achievements, what they are good at and what they like doing
- identify and talk about what they like about themselves and why
- appraise own work, eg 'This part is really good.'
- demonstrate increasing confidence in expressing own needs when working on tasks, eg 'I still need more yellow paint to finish this collage.'
- Identify the skills needed to achieve a personal goal.

Learners demonstrating evidence of **Key Growth Point 2** for example

- talk about interests, likes and dislikes
- choose and explore activities they enjoy, eg observing nature table, outdoor activities, book corner, dress ups, music and dance **[LT P]**
- demonstrate developing confidence to express own needs, eg 'Show me how to ...'
- identify a personal goal, eg 'I would like to ride a bike.', 'I would like to be able to tie my shoelaces.'

Learners demonstrating evidence of **Key Growth Point 1** for example

- engage in a variety of play situations in areas of interest
- engage with adventure games and simulations according to interest and manipulative ability **[LT -P]**
- use behaviour to get needs and wants met, eg smile to get attention, press a switch to pour a drink.

**Links**

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Vocational Learning

**EsseNTial Learnings**

In 4, In 5, Creative Learner

**INNER  
Learner (3)****[In 3] Makes decisions and takes actions based on personal values and principles that reflect empathy and integrity.****Links**

This outcome is most directly linked to work within the Learning Areas of English, HPE and SOSE.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial Learnings**

Col 1, Col 4, Constructive Learner

Learners demonstrating evidence of **Band 5** for example

- appraise the influences that shape own values and identity in order to empathise with others
- analyse situations in which emotions influence decision making and devise strategies which operate justly for oneself and others
- examine personal ethics concerning issues of potential conflict to optimise beneficial outcomes for self and others
- consider a range of viewpoints on issues and in response, develop or modify personal opinions
- demonstrate compassion when making decisions affecting others
- assess the impact of own decisions and actions on self and others and accept responsibility for own behaviour, eg poor work performance/not following up on work procedures.

Learners demonstrating evidence of **Band 4** for example

- judge the influence of own personal values and experiences on understanding another's predicament or viewpoint
- assess the role of emotion in decision making and its impact on self and others
- identify personal values to assist in the decision making process
- investigate and justify the reasons for own decisions and actions
- consider and evaluate the impact that their own decisions have on others.

Learners demonstrating evidence of **Band 3** for example

- examine different situations and experiences of others in order to demonstrate empathy
- identify and consider the emotions and viewpoints of self and others when making and enacting decisions
- explain reasons for making particular decisions
- explore consequences and outcomes of own decisions and how they impact on others
- consider own and others' needs when making decisions or taking actions, eg 'walking in others shoes'.

Learners demonstrating evidence of **Band 2** for example

- consider the situations of others in order to develop understanding
- take into account others' feelings and ideas when making a decision
- present reasons for their views when considering opposing viewpoints
- examine how their own actions affect others.

**[In 3] Makes decisions and takes actions based on personal values and principles that reflect empathy and integrity.**

Learners demonstrating evidence of **Band 1** for example

- interact with others through discussing their experiences
- recognise and monitor own emotions before making decisions, eg 'I'm feeling angry so I need to stop and calm down first.'
- explain reasons for their decisions
- consider and explain consequences of decisions made.

Learners demonstrating evidence of **Key Growth Point 3** for example

- demonstrate an awareness of the feelings and emotions of others
- recognise own emotions and act appropriately
- describe more than one option before making decisions
- discuss consequences of own actions with others.

Learners demonstrating evidence of **Key Growth Point 2** for example

- identify and discuss different feelings and emotions with others
- express feelings in appropriate ways
- select from a range of possible options after group consideration, eg brainstorming possibilities
- demonstrate awareness of consequences of own actions.

Learners demonstrating evidence of **Key Growth Point 1** for example

- express positive and negative responses, verbally or non-verbally
- indicate likes and dislikes by choosing from real objects and pictures
- perform guided decision making within available choices, eg choose activity in which to participate.

**INNER  
Learner (3)**

**Links**

This outcome is most directly linked to work within the Learning Areas of English, HPE and SOSE.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial Learnings**

Col 1, Col 4, Constructive Learner

**INNER  
Learner (4)****[In 4] Assesses their well-being and takes action for healthy living.****Links**

This outcome is most directly linked to work within the Learning Areas of SOSE and HPE; and Indigenous Languages and Culture.

**Perspectives**

Vocational Learning

**EsseNTial  
Learnings**

In 2, In 5,  
Con 2

Learners demonstrating evidence of **Band 5** for example

- generate personal health goals based on their understanding of what it means to be healthy and develop plans to achieve these goals
- identify stress and take preventative action, eg work related, making deadlines
- promote own well-being by identifying beneficial responses to areas of concern at a personal, home, school, work or community level
- critique the environment to develop and implement ergonomically safe practices, eg at school, home or work **[LT-O]**.

Learners demonstrating evidence of **Band 4** for example

- appraise the connection between individual behaviour and major causes of ill health, eg smoking, alcohol consumption, petrol sniffing, take-away food v bush foods, eating disorders
- identify hazards and describe ways of reducing risk
- identify and take action to address health concerns of young people, eg stress, relationships, drug use, suicide
- devise a plan for healthy living that encompasses diet, exercise and life style choices.

Learners demonstrating evidence of **Band 3** for example

- reflect on their own perceptions and emotions in particular situations, eg winning a medal, losing a pet, losing a family member, taking part in a ceremony
- set goals to address a specific personal health or lifestyle concern
- demonstrate assertive strategies to maintain own rights
- seek assistance from support networks when feeling distressed.

Learners demonstrating evidence of **Band 2** for example

- explain what might be unhealthy about overuse of technology, eg not playing outside and exercising **[LT-O]**
- identify emotional response to a variety of situations and respond appropriately, eg taking time out
- make healthy choices from a range of options, eg drink water rather than soft drink
- identify health concerns and choose an appropriate person to talk to.

## [In 4] Assesses their well-being and takes action for healthy living.

### INNER Learner (4)

Learners demonstrating evidence of **Band 1** for example

- describe how the various aspects of health can influence one another, eg 'When I have a sore throat I feel unhappy.'
- explain and address aspects to improve personal health, eg wearing a hat when playing outside; eating breakfast everyday; using Breathe, Blow and Cough for healthy ears
- use 'I' statements to assert themselves, eg 'I don't like it when you...'
- identify people in the community who can help them.

Learners demonstrating evidence of **Key Growth Point 3** for example

- talk about what being healthy means to them, eg exercising, being safe, having friends
- identify particular behaviours with positive and negative health outcomes, eg getting badly sunburnt, knowing which bush foods are edible and inedible
- link own behaviour with positive and negative health outcomes for others, eg playing together makes us happy, teasing others hurts their feelings
- carry out self-care activities with monitoring, eg 'Have you washed your hands?'

Learners demonstrating evidence of **Key Growth Point 2** for example

- actively participate in self-care activities, with some assistance, eg toileting, dressing, resting, eating, re-hydrating
- demonstrate an awareness of routine behaviours and apply rules to ensure personal safety, eg wearing seat belts, not running on the concrete, wearing a helmet
- observe simple safety rules in using learning technologies **[LT-O]**
- indicate to others when feeling distressed.

Learners demonstrating evidence of **Key Growth Point 1** for example

- use verbal or non-verbal responses to indicate discomfort
- co-actively carry out self-care activities, eg dressing, grooming
- tolerate actions taken on their behalf, eg having sunscreen applied, daily muscle stretches
- participate in activities involving adaptive technologies in safe environments **[LT-O]**.

#### Links

This outcome is most directly linked to work within the Learning Areas of SOSE and HPE; and Indigenous Languages and Culture.

#### Perspectives

Vocational Learning

#### EsseNTial Learnings

In 2, In 5, Con 2

**INNER  
Learner (5)****[In 5] Demonstrates resilience in pursuing choices and dealing with change.****Links**

This outcome is most directly linked to work within the Learning Areas of SOSE and HPE; and Indigenous Languages and Culture.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial  
Learnings**

Inner Learner

Learners demonstrating evidence of **Band 5** for example

- demonstrate courage and rational thinking when making choices
- identify positive/negative aspects of risk taking and recognise harm in different situations, eg workplace behaviours, strategies and habits
- critique changes in communication and publishing to make informed decisions when interacting with multimedia **[Lit]**
- adapt simple and familiar uses of learning technology to complex and unfamiliar situations
- plan contingencies to deal effectively with difficult conflict situations, eg being at a party when the person taking you home is now inebriated, being involved in a family argument
- access a wide range of known strategies to deal effectively with trauma and adversity, eg seeking help, optimistic thinking, using humour.

Learners demonstrating evidence of **Band 4** for example

- assess the degree of risk associated with an activity before proceeding
- identify situations in which uncertainty exists
- persevere with own choices to attain a beneficial outcome, despite several setbacks
- explore confidently and persistently 'What if...' scenarios using a range of models including computer simulation
- devise, implement and evaluate own action plans to respond to peer group influence
- develop and use strategies to cope with difficult experiences and changes in own life.

Learners demonstrating evidence of **Band 3** for example

- reflect on, discuss and develop choices made in response to a range of circumstances
- demonstrate flexibility by adapting own planning to new circumstances
- devise personal strategies to protect privacy and keep themselves safe, eg online
- draw on a range of appropriate strategies, including seeking help and gathering more information, when facing or being pressured into an unwanted situation
- discuss issues that impact on their lives, eg friends leaving, substance abuse in the family
- discuss and apply a range of strategies to cope with change in one's life, eg moving to a new community, going to high school.

Learners demonstrating evidence of **Band 2** for example

- reflect on difficulties and set backs before deciding future actions
- demonstrate assertive strategies for coping with negative comments from peers, family and other groups **[Col 2]**
- apply rules of 'Netiquette' to online communication with others
- recognise threatening behaviours (bullying, teasing, harassment), and identify people who can help
- identify where and when bullying occurs and discuss ways to create a safe and supportive environment
- discuss and role-play strategies to deal with change in various contexts.

## [In 5] Demonstrates resilience in pursuing choices and dealing with change.

Learners demonstrating evidence of **Band 1** for example

- confidently choose from a range of possible options
- discuss relationships and support networks, eg peer friendships, family support, kinship relationships, school staff
- explore the feeling of safety and identify safe actions
- discuss feelings associated with significant life changes, eg moving to a new school and community, the birth of a new sibling, family separation
- discuss and practise strategies for coping with difficult school situations, with assistance.

Learners demonstrating evidence of **Key Growth Point 3** for example

- identify a range of options when making choices
- persist with planned actions by asking for assistance or more information, if required
- identify own emotional responses to a stressful situation
- identify people in their lives from whom they can seek help
- discuss feelings associated with changes in their lives, eg travelling to school on a new bus, making new friends, getting a new teacher, mum or dad starting a new job
- discuss strategies for coping with social situations, eg joining a group of children to participate in an activity.

Learners demonstrating evidence of **Key Growth Point 2** for example

- discuss things they have chosen
- talk about changes happening in their life, eg starting school, holidays
- acknowledge the difference between home and school, eg sharing classroom resources, following teacher instructions and school rules
- discuss different situations in which one feels safe and unsafe
- talk about feelings in a range of situations, eg 'I feel sad when my friends won't play with me.'

Learners demonstrating evidence of **Key Growth Point 1** for example

- persist to get needs met, eg cry until fed, point at object until they get it
- respond to changes in their immediate environment
- use adaptive technologies to enhance personal communication and academic achievement.

### INNER Learner (5)

#### Links

This outcome is most directly linked to work within the Learning Areas of SOSE and HPE; and Indigenous Languages and Culture.

#### Perspectives

Learning Technology, Vocational Learning

#### EsseNTial Learnings

Inner Learner

**INNER  
Learner (6)****[In 6] Explains how the past, present and future contribute to their own identity and broaden life directions.****Links**

This outcome is most directly linked to work within the Learning Areas of English, SOSE and HPE; and Indigenous Languages and Culture.

**Perspectives**

Indigenous,   
Studies of  
Asia,   
Learning  
Technology,  
Vocational  
Learning

Learners demonstrating evidence of **Band 5** for example

- explore the history of significant social movements and their impacts on contemporary and future social structures, eg unions
- examine the links between personal identity and lifework roles to inform future directions
- recognise the interconnectedness of the world and identify its positive and negative social impacts on individual thought and action, eg globalisation of workforce
- define Indigenous world-views and how they can shape and contribute to personal and global well-being
- recognise the relationship between language, culture and identity
- investigate a range of sources, electronic and human, as gateways to information about further education, employment, training and recreation.

Learners demonstrating evidence of **Band 4** for example

- investigate how cultural beliefs and structures significant to them are passed from one generation to the next
- discuss the significance of the past and present to their own lives and to the lives of others
- critically analyse how cultural perceptions of gender and role can lead to bias
- explore future career paths through research and/or practical experience
- investigate kinship systems and explain their contemporary importance
- consider ways in which aspects of past achievements can inform future roles.

Learners demonstrating evidence of **Band 3** for example

- analyse and compare the characteristics of other groups/individuals and consider one's own world view, eg gender, culture, values, abilities, talents
- compare how they are similar and different to other individuals and groups, eg gender, culture
- analyse stereotyping in a range of texts and media
- distinguish and illustrate the past and present stages of their life journey and envisage future stages
- research, design and present their family tree
- distinguish between different relationships and appropriate behaviours, considering how these will shape their future, eg right skin marriage, parenting
- research own family background.

Learners demonstrating evidence of **Band 2** for example

- investigate what life was like in their family in past generations and what it could be like in the future
- recognise the influence of media on identity
- identify and describe human similarities and differences, eg gender, ethnicity, culture, disability
- retell the story of a family member, eg where they were born and grew up, life milestones
- discuss own family traditions and their source of origins
- identify which living things people are related to and which songs/stories/dances go with these relationships.

## [In 6] Explains how the past, present and future contribute to their own identity and broaden life directions.

Learners demonstrating evidence of **Band 1** for example

- respond to stories about people and their lives in the past/present and compare key aspects
- tell their own life story, eg where they were born, family members, where they have been for holidays, what they like to do
- discuss how people are portrayed in texts and compare with their own experiences
- recognise grandmother/grandfather and own songs and dances
- discuss family resemblances, eg skin, hair colour and other physical features.

Learners demonstrating evidence of **Key Growth Point 3** for example

- identify celebrations and key events that are important to their family
- identify people in their extended family, eg aunt, uncle, grandparents
- draw and label pictures of self doing things they enjoy
- recognise own clan songs.

Learners demonstrating evidence of **Key Growth Point 2** for example

- actively participate in family and local community events
- talk about skin names, family names and meanings of own names
- communicate important milestones in their lives, eg birthdays, going to pre-school
- name members of their immediate family.

Learners demonstrating evidence of **Key Growth Point 1** for example

- respond verbally/non-verbally to their name in different activities and from different people
- identify familiar people or objects
- participate in familiar events, eg family outings, cultural.

### INNER Learner (6)

#### Links

This outcome is most directly linked to work within the Learning Areas of English, SOSE and HPE; and Indigenous Languages and Culture.

#### Perspectives

Indigenous,  Studies of Asia,  Learning Technology, Vocational Learning

**CREATIVE  
Learner (1)****[Cr 1] Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.****Links**

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Literacy,  
Learning  
Technology

Learners demonstrating evidence of **Band 5** for example

- use ideas and resources imaginatively to consider and act on possibilities, eg use a wide range of materials to develop a portfolio expressing learning across the curriculum
- improvise, review and adapt materials to create written, visual and material work expressing values or ideas
- manipulate structures and features for specific envisaged effects, eg design a solar car, construct a sprinkler system, arrange artwork for an exhibition
- compose a range of narrative texts including poetry to articulate ideas and feelings
- explore and discuss a range of philosophical ideas to consider and reflect on own 'world view'
- critically investigate and evaluate negative and positive aspects of situations, events or directions to gain new insights, eg options for personal financial management, environmental impact statements.

Learners demonstrating evidence of **Band 4** for example

- determine effective resources and ideas and use imaginatively to create a product or process, eg moving machine, running an SRC campaign, choreographing a dance, research report
- experiment with multi media processes, sequences and structures to express an idea, belief or particular concept
- generate ideas through brainstorming techniques
- explore different cultural systems to enrich understanding, eg decimal number as an infinite and recursive system, relationship patterns within kinship systems
- analyse current technologies, through researching historical development and predict possible advances, eg history of plastic, development of electricity, solar power, DVD, computers, mobile phones, cameras
- generate ideas and designs, both theoretically and practically, to communicate possibilities, eg improvise with sound, music and symbols to create atmosphere and emotional effects.

Learners demonstrating evidence of **Band 3** for example

- use a wide variety of resources imaginatively, eg design a toy for a child of the future, create a new game, construct a set/prop for a class play, publish a learning journal on website
- design simple products and systems, using various materials and resources creatively, eg Lego Technic, simple electrical circuits, windmill
- respond creatively to a range of visual, oral and linguistic texts to express issues or ideas
- predict and speculate about possibilities and options for action, eg 'What if...?'
- undertake open-ended investigations relating to specific contexts, eg test the purity of a water supply during different times of the year
- frame and order questions to generate and discuss multiple ideas from a range of perspectives
- investigate past findings, understandings and decisions for their validity, usefulness and appropriateness, eg examine school or community rules.

Learners demonstrating evidence of **Band 2** for example

- create a product or process using imagination, feelings and ideas, eg poetry, dance, class display, shadow puppetry
- express ideas, concepts and feelings through improvisation and role play
- speculate about possibilities when experimenting with resources, eg 'If I photographed my collage I could put it in our class book.'
- explore and compare a range of media for potential opportunities, eg foam board, balsa wood, plastic tubing, cotton, nylon
- ask pertinent questions to explore ideas and situations, eg during discussions to negotiate learning criteria for a task, on an excursion, visiting a new place
- explore phenomenon to search for patterns of occurrence, eg seasonal change, phases of the moon, cloud formation, rainbows.

## [Cr 1] Uses imagination and a variety of resources for self-expression and to explore ideas and situations for the insights and opportunities they offer.

### CREATIVE Learner (1)

Learners demonstrating evidence of **Band 1** for example

- draw on imagination, experience and feelings for self-expression, eg write an autobiographical story, produce greeting, birthday, sympathy and invitation cards, make constructions from a range of materials
- explore and refine materials and resources to create a product or performance, eg puppetry show, collage production, oral and visual display
- respond to music stimulus through action, eg body movement, dance, draw, paint, write, sing
- participate in group activities to explore and discuss a variety of ideas, eg evaporation and condensation, patterns in the decimal number system, symmetry
- explore ideas and concepts and explain possibilities, eg how 3D objects can be made in a variety of forms (solid, hollow, skeletal)
- predict what might happen in the future if ..., eg people do not care for places.

Learners demonstrating evidence of **Key Growth Point 3** for example

- express imagination through play, visual and performing arts, leisure and recreation activities
- explore and respond to different objects and materials using the senses
- experiment with resources to create a product or performance, eg box construction, sculpture, print making, music rendition
- participate in class singing activities and oral recitals of poetry, rhyme and jingles
- explore attributes, features and potential uses of materials, eg mixing different coloured paints
- participate in a range of activities to explore situations/ideas, eg explore shapes and patterns in the environment and through own drawings
- hypothesise results of experiments, eg 'What will happen if...?'

Learners demonstrating evidence of **Key Growth Point 2** for example

- apply imagination to assist with interpretation and development of ideas, eg make a model out of play dough, use materials to make a bridge
- draw on everyday life experiences to stimulate imagination and for creative expression, eg oral recount, role play activities, visual art creations
- experiment with a range of resources for enjoyment and self-expression, eg percussion instruments, painting, drawing, singing
- use the senses to explore different objects and materials, eg hear the sounds when making music, smell the aroma when cooking, feel the texture when making a collage
- use play to explore everyday situations and stimulate curiosity, eg dressing up, sand, water and movement tracks, making bubbles, construction activities
- experiment with resources and investigate the form and use of everyday products.

Learners demonstrating evidence of **Key Growth Point 1** for example

- participate in performances, eg attend to movement, auditory and visual stimuli
- experiment with keyboard or voice activation to communicate
- pursue objects and materials that interest them, eg play with construction materials
- explore and respond to stimuli, eg sound, objects, people, food textures at meal time, environment in local community such as pathway to classroom
- focus on the attributes of objects when exploring, eg colour, texture.

#### Links

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

#### Perspectives

Literacy, Learning Technology

**CREATIVE  
Learner (2)****[Cr 2] Translates innovative thinking into action and is willing to take risks when challenged by setbacks.****Links**

This outcome is most directly linked to work within the Learning Areas of Technology and Design, The Arts and Science; and Indigenous Languages and Culture.

**Perspectives**

Literacy,  
Numeracy,  
Learning  
Technology,  
Vocational  
Learning

**EsseNTial  
Learnings**

Con 2

Learners demonstrating evidence of **Band 5** for example

- display imaginative and critical approaches to the development and implementation of plans
- design a new approach to a problem, trialing and adapting until it is fully functional
- create a design brief, exploring ideas and designs for possibilities and translate these into action, eg transport and care arrangements for a day outing for senior citizens
- synthesise a number of ideas into the completion of a new or unfamiliar product, overcoming ongoing or developmental problems
- analyse difficulties with imagination and ingenuity in order to present and implement a workable solution
- persevere in generating strategies to solve problems as they are encountered.

Learners demonstrating evidence of **Band 4** for example

- create and express a new interpretation accounting for previous understandings, eg poetry, music, models
- explore and incorporate new skills to craft an effective product
- modify established procedures without compromising the end result
- generate innovative ways to market a product, service or activity, adapting strategies to address the arising needs of a range of clientele **[SOSE]**
- devise strategies that overcome difficulties associated with resources, space or opportunity
- persist when generating a range of strategies to meet changing needs.

Learners demonstrating evidence of **Band 3** for example

- draw on previous experiences and apply that knowledge to new situations
- modify or redesign a product, service or activity
- generate a systematic strategy for solving a problem
- adapt strategies while working on a task to better suit purpose and outcomes
- employ another approach, unprompted, when initial attempts are unsuccessful.

Learners demonstrating evidence of **Band 2** for example

- adapt knowledge of resources to meet a desired outcome, eg measure a large surface area with own devised tools
- generate and use several different strategies to solve a problem **[HPE-PD]**
- pose a range of solutions and act on the most suitable to overcome problems, eg litter in schoolyard
- show a willingness to try out new strategies, techniques and ideas
- confidently ask 'how' and 'why' questions.

**[Cr 2]** Translates innovative thinking into action and is willing to take risks when challenged by setbacks.

**CREATIVE Learner (2)**

Learners demonstrating evidence of **Band 1** for example

- use imagination to explore and adapt resources, eg use recycled materials to make models
- create objects using new ideas for aesthetic or practical purposes, eg make a work folio out of paper mache
- reattempt a task, without changing strategies, if initial attempt is incorrect or unsuccessful
- explore and question if there are alternative ways of 'doing things'
- make deliberate choices to participate in unfamiliar tasks or activities **[HPE-PD]**.

Learners demonstrating evidence of **Key Growth Point 3** for example

- explore alternatives, eg decide what else they might like to be doing
- devise novel ways to apply gross motor skills, eg skip in teams, make up games **[HPE-PA]**
- suggest how things can be made or done better
- devise different ways of coping with new and possibly difficult activities or games, eg perceptual motor skills, games **[HPE-PA] [In 5]**
- persist until a task is complete despite initial setbacks, eg gather different resources as needed.

Learners demonstrating evidence of **Key Growth Point 2** for example

- experiment with a range of materials to determine the best product to use
- use an object in a way other than the purpose for which it was designed
- reattempt a task with prompting and without changing strategies, if initial attempt is unsuccessful, eg ask a child what 'sound' they might need to complete a written word
- use a variety of responses to get needs met, eg use a combination of 'requesting' behaviours such as sign or eye contact
- participate in unfamiliar tasks or activities in various settings, eg playground, classroom.

Learners demonstrating evidence of **Key Growth Point 1** for example

- trial an idea through repetition
- choose an object in a play situation to substitute for something not being available
- modify responses to meet a need or want using trial and error stimulus/response
- gain experience in using objects in a variety of ways, eg paint brush to paint smoothly and to 'blob' paint, use glue to paste individual paper and also in paper mache
- persist with responses to meet needs
- re-attempt a task without changing strategies.

**Links**

This outcome is most directly linked to work within the Learning Areas of Technology and Design, The Arts and Science; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Numeracy, Learning Technology, Vocational Learning

**EsseNTial Learnings**

Con 2

**CREATIVE  
Learner (3)****[Cr 3] Values originality and acts on new ideas with confidence.****Links**

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Indigenous, Studies of Asia, Learning Technology

Learners demonstrating evidence of **Band 5** for example

- value and build on ideas from diverse cultural groups, eg analyse and apply Indigenous perspectives on land management
- visualise combinations of ideas for using and adapting materials
- apply lateral thinking skills to own ideas, eg innovate on text, develop metaphors, interactive websites
- formulate and apply own solutions to identified challenges, eg write a computer script to suit needs
- pursue possibilities with curiosity and discernment.

Learners demonstrating evidence of **Band 4** for example

- value the ideas and contributions of different cultural groups
- evaluate and enhance the innovative ideas of others, eg develop own similes, Tall Stories, a rap version of Romeo & Juliet
- speculate on a range of possible solutions in order to test new options confidently
- develop a hypotheses to resolve a known problem, eg in a computer program.

Learners demonstrating evidence of **Band 3** for example

- discuss ideas from various cultural groups
- identify and use innovative technology to explore ideas, eg use a digital camera to create a collage
- use initiative to explore and develop own ideas, eg write and record a song or poem, design an advertisement
- write and perform a dramatic script
- select and act on new ideas confidently, eg present a viable proposal to the school principal.

Learners demonstrating evidence of **Band 2** for example

- seek out and develop new ideas with others
- use own ideas creatively, eg develop own analogies, compose a joke, produce a video clip, write a journal entry
- construct rich character descriptions in narrative writing
- initiate discussion with adults and peers about their own ideas to invite affirmation, eg 'Do you like my idea?' 'Look at what I've done/found out...'
- use technology to create own intranet page, eg web design program.

## [Cr 3] Values originality and acts on new ideas with confidence.

### CREATIVE Learner (3)

Learners demonstrating evidence of **Band 1** for example

- demonstrate interest in the innovative ideas of others
- develop own ideas when creating texts, eg write a new ending to a fairy tale, compose a jingle, record own music, draw illustrations, develop patterns
- participate in discussion with adults and peers about own ideas, eg 'Look at this - it's great'. 'Can I show everyone this?'
- construct narratives through innovative technology, eg multimedia tools such as Kahootz (TM).

Learners demonstrating evidence of **Key Growth Point 3** for example

- play and innovate on ideas/challenges, eg develop an accumulative story (circle story)
- modify play to include own and others ideas, eg adapt games in the playground
- display self-motivation when pursuing own ideas, eg modify chants, gather resources to make own cubby house
- design own patterns and illustrations.

Learners demonstrating evidence of **Key Growth Point 2** for example

- respond positively to new ideas and challenges, eg experiment with appropriate computer programs
- demonstrate curiosity when interacting with new ideas, eg explore rhyme and rhythm in language
- choose and define own roles in imaginative play **[Col 3]**.

Learners demonstrating evidence of **Key Growth Point 1** for example

- initiate self-directed play/activities
- show preference in life skills, eg favourite food, best friend
- demonstrate curiosity in play activities
- request or indicate the need for assistance and/or information
- attempt to do things for themselves.

#### Links

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

#### Perspectives

Literacy, Indigenous,  Studies of Asia,  Learning Technology

**COLLABORATIVE  
Learner (1)****[Col 1] Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions.****Links**

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Indigenous, Studies of Asia, Learning Technology

**EsseNTial  
Learnings**

In 3, Collaborative Learner, Con 3

Learners demonstrating evidence of **Band 5** for example

- listen reflectively to others to interpret inferences, assumptions and meaning
- interpret ideas/opinions expressed in public places and respond appropriately, eg online communities, web sites, newspapers
- express ideas and opinions in a way that is sensitive to the feelings, ideas and knowledge base of others
- demonstrate awareness of other views and opinions in their discussions
- show tolerance of opinions that differ substantially from own
- elaborate and clarify own point of view and ideas
- consider alternative views impartially and rationally.

Learners demonstrating evidence of **Band 4** for example

- set aside own point of view to consider other speaker's intent and meaning
- respect opinions of others when presenting own ideas, eg share a research report with the broader community
- ask pertinent questions to establish own meaning and breadth of thought
- clarify, reflect on and share ideas and propositions
- modify their way of interacting in response to verbal or non-verbal feedback
- express ideas and opinions in a way that is sensitive to the feelings and ideas of others
- show awareness of points of view that differ from own
- make a concerted effort to consider alternative views.

Learners demonstrating evidence of **Band 3** for example

- listen sensitively to others and acknowledge body language messages from different cultures
- consider others' input and respond constructively to alternative ideas/viewpoints
- clarify meaning by rephrasing or summarising others' ideas
- express own ideas/opinions without dominating discussions
- adjust information or voice tone to a listener's reaction, eg pause to think what to say next, summarise ideas
- adopt behaviours and dispositions to make online communications productive and effective.

Learners demonstrating evidence of **Band 2** for example

- listen attentively to note a speakers feelings
- acknowledge and respond to the opinions/ideas of others with tolerance
- engage in conversation acknowledging a partner's turn
- use appropriate intonation to ask questions or convey answers
- ask questions seeking clarification, explanation or more information
- recognise how written communications may lead to misinterpretation through inappropriate language
- contribute to an online community or an e-pals conversation considering the characteristics, interests and beliefs of the recipient of the message.

## [Col 1] Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions.

### COLLABORATIVE Learner (1)

Learners demonstrating evidence of **Band 1** for example

- demonstrate attentive listening and speaking behaviours, eg speak audibly and if culturally appropriate look at speaker and listener
- acknowledge other points of view in group/class discussions
- engage in short conversation taking turns
- question, repeat or rephrase to clarify other's ideas and information
- share own ideas and opinions with others.

Learners demonstrating evidence of **Key Growth Point 3** for example

- demonstrate some attentive listening behaviours and respond appropriately, eg wait until the speaker has finished before responding
- sustain expression and relevance when sharing own ideas and opinions, with support
- contribute some relevant comments to a conversation or discussion
- contribute to discussions to negotiate classroom behaviours, eg work out a roster for using the classroom computer, allocate computer monitor tasks.

Learners demonstrating evidence of **Key Growth Point 2** for example

- attend/listen to ideas of others and indicate when oral message is not understood
- initiate and respond to communication with others
- participate in activities with others, eg shared book, guided brainstorming sessions, cooking, shopping, playing a computer game
- contribute to class/group activities and discussions, with scaffolding
- share own ideas, eg participate in 'make-and-share' sessions.

Learners demonstrating evidence of **Key Growth Point 1** for example

- demonstrate some attending/listening behaviours and respond verbally and/or non-verbally to simple questions or statements, eg attend by head turning, vocalise, body language
- use a verbal or non-verbal signal to indicate understanding, eg head nodding
- take turns in verbal and/or non-verbal conversation exchanges
- use gestures and vocalisations to seek attention and respond to people, eg wave, point, facial expressions.

#### Links

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

#### Perspectives

Literacy, Indigenous,  Studies of Asia,  Learning Technology

#### EsseNTial Learnings

In 3, Collaborative Learner, Con 3

**COLLABORATIVE  
Learner (2)****[Col 2] Uses constructive strategies to resolve conflict.****Links**

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Vocational Learning

Learners demonstrating evidence of **Band 5** for example

- analyse sources of global conflict to examine possible solutions
- demonstrate skills of negotiation and conflict resolution in situations involving people with different perspectives, abilities and needs, eg in a family, sports team, work place, online community **[LT-R]**
- negotiate to work toward agreement
- devise and implement plan of action to resolve conflict
- anticipate potential areas of conflict and help people resolve conflict, eg keep communication channels open, sensitively draw on humour
- explore and validate differences through listening reflectively, asking clarifying questions and suggesting areas of common ground.

Learners demonstrating evidence of **Band 4** for example

- identify major influences that cause specific conflict situations
- demonstrate effective negotiation skills when resolving conflicts
- identify and discuss options and outcomes with others involved in, or affected by, decisions or actions
- identify conflict and turn it into a problem to be resolved
- select an appropriate strategy to resolve conflict, eg use of humor, role swapping, discuss source of conflict.

Learners demonstrating evidence of **Band 3** for example

- explore influences that contribute to various conflict situations
- recognise different perspectives when resolving conflicts
- devise unexpected strategies to resolve conflict, eg tell a joke
- accept constructive criticism without anger or outbursts
- mediate when others can't agree.

Learners demonstrating evidence of **Band 2** for example

- identify and explain how a conflict situation has emerged in order to understand a problem
- make clarifying comments and ask questions to help negotiate areas of common ground
- identify a range of strategies to resolve conflicts
- use 'I-messages' in conflict or potential conflict situations, eg 'I don't like it when you...'

## [Col 2] Uses constructive strategies to resolve conflict.

### COLLABORATIVE Learner (2)

Learners demonstrating evidence of **Band 1** for example

- identify sources of conflict in order to state a problem
- suggest potential solutions to a conflict, with support from an adult
- demonstrate a willingness to constructively resolve conflicts
- rephrase comments in conflict situations, with support from an adult, eg 'What I meant was ...'.

Learners demonstrating evidence of **Key Growth Point 3** for example

- recognise sources of conflict
- negotiate with others in group activities, games and play, eg 'You go first and me next.' 'We can have 5 turns each.' **[LT-S]**
- discuss problems and accept consequences for own actions.

Learners demonstrating evidence of **Key Growth Point 2** for example

- contribute to discussions about conflict situations
- communicate and resolve differences, with support from an adult, eg request assistance from the teacher to resolve conflict resulting from dispute over play equipment, or situation where a child is being teased
- communicate 'no', 'stop', 'I don't like it' to adults/peers.

Learners demonstrating evidence of **Key Growth Point 1** for example

- seek help from others to resolve conflicts, eg vocalise when another student hurts/teases them
- indicate needs and problems using verbal or non-verbal cues, eg gestures, ask, body language.

#### Links

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

#### Perspectives

Vocational Learning

**COLLABORATIVE  
Learner (3)****[Col 3] Fulfils their responsibilities as a group member and actively supports other members.****Links**

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Learning Technology, Vocational Learning

Learners demonstrating evidence of **Band 5** for example

- actively participate in team endeavours and competently perform all tasks and responsibilities of assigned role
- support the group in identifying goals and works positively to meet them
- explore strategies and generate ideas to help the group identify changes or modifications necessary in group processes and work towards carrying out those changes
- demonstrate leadership by encouraging and supporting group members to take responsibility for working toward the common goal
- perform multiple roles within the group effectively over time
- effectively work with others in complex situations that require a formal style and language use, eg participate in formal debates
- negotiate in a non-confronting manner to ensure that ideas are clearly understood and developed
- recognise that group conflict may signal healthy discussion
- recognise and explain kinship relationships and connections when working with others.

Learners demonstrating evidence of **Band 4** for example

- actively participate in group work by analysing and fulfilling personal responsibilities
- show leadership by taking initiative when needed and accept responsibility when offered
- identify group roles with others and modify to suit different circumstances
- perform several roles effectively within the group over time, eg scribe, encourager/ supporter, evaluator, director, initiator
- consider consequences of own actions within groups
- offer encouragement and support to build on a range of ideas and perspectives in teams
- persevere with team work to resolve differences of opinion
- demonstrate commitment to the group goals and effectively carry out assigned roles
- identify and assist with changes or modifications necessary in the group process and work towards carrying out those changes
- describe how different relations have different responsibilities in ceremonies.

Learners demonstrating evidence of **Band 3** for example

- actively participate in group tasks and take on responsibilities without being prompted
- show leadership by taking the initiative with group tasks, including chairing meetings, Student Council, School Assembly
- fulfil own defined role and responsibilities as negotiated within groups and understand those of others
- prompt others to contribute to group work
- actively help direct the group in meeting goals
- negotiate and clarify goals when working in teams
- identify laws for behaviours associated with ceremonies.

Learners demonstrating evidence of **Band 2** for example

- actively participate in team activities, decision making and problem solving
- attend team meetings and follow standard procedures, eg SRC and House Meetings
- know their rights/responsibilities within school environment
- explore group roles through role-play, eg 'What does a good listener look like?'
- share responsibility in a group and undertake designated group roles
- work towards a shared goal with a group
- enhance the groups resourcefulness by encouraging others
- describe and demonstrate appropriate behaviour towards teachers/family-members/ elders.

### [Col 3] Fulfils their responsibilities as a group member and actively supports other members.

#### COLLABORATIVE Learner (3)

Learners demonstrating evidence of **Band 1** for example

- identify and use routine procedures for working in teams, eg take-turns, ask questions, interrupt speakers appropriately
- assess the purpose served by rules that help groups work together, eg class rules, rules in games, kinship rules
- question and make comments that expand others' ideas, when prompted
- participate in a range of partner or small group activities
- adopt different roles in a group situation eg, reporter, recorder, manager
- contribute to achieving group goals by carrying out allocated role
- encourage others to participate in group activities
- show the right way to behave towards people, eg family, class members.

Learners demonstrating evidence of **Key Growth Point 3** for example

- participate in setting and following simple group rules and routines
- participate in collaborative group activities
- share equipment and cooperate with others on tasks
- adopt a variety of roles in play situations, eg leader, follower, initiator, peacemaker
- encourage, praise and help a peer without being requested, eg use of the computer
- say kinship terms and names for people in their own and extended family.

Learners demonstrating evidence of **Key Growth Point 2** for example

- participate in routine social and classroom interactions, eg brainstorming, shared writing
- identify school rules and talk about other rules applicable to themselves, eg at home, in the community
- take turns and share resources and space in play situations
- know own role in group activities, eg listener, speaker
- include others in group experiences and/or structured play
- use correct kinship terms within own group.

Learners demonstrating evidence of **Key Growth Point 1** for example

- participate in simple routines and small group activities
- participate in imaginary situations through solitary and parallel play
- share equipment in various situations, eg play, recreation
- recognise significant others in their family or classroom.

#### Links

This outcome is linked to work within all Learning Areas; and Indigenous Languages and Culture.

#### Perspectives

Learning Technology, Vocational Learning

**COLLABORATIVE  
Learner (4)****[Col 4] Uses appropriate language that is sensitive to audience and culture within a range of contexts.****Links**

This outcome is most directly linked to work within the Learning Areas of English, Languages and The Arts; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Indigenous, Studies of Asia, Learning Technology

Learners demonstrating evidence of **Band 5** for example

- participate in culturally diverse settings by matching means of communication with intention and audience
- develop strategies for resolving inter-cultural conflicts and misunderstandings, eg participate in a Reconciliation Forum
- revise communication for meaning and effectiveness to meet specific tasks and audience needs
- evaluate success in conveying ideas and information to particular audiences and use this to develop communication skills
- present information in a style and tone that effectively capitalises on the audience's level of interest and level of knowledge or understanding
- demonstrate insight concerning the feelings and levels of knowledge of others and exhibit this insight while communicating.

Learners demonstrating evidence of **Band 4** for example

- identify and use strategies to communicate within different cultures and learning styles
- show an understanding and appreciation of the cultural interests and priorities of a person from another culture
- revise questions in relation to audience and cultural protocols
- convey ideas and information, being mindful of matching language to those with whom they are communicating
- adapt to the formality and language required in some situations
- communicate with persons of diverse knowledge, feelings and abilities.

Learners demonstrating evidence of **Band 3** for example

- investigate some changes in cultural protocols over time
- demonstrate interest and participate in multi-cultural celebrations
- plan, rehearse and consider the way people give attention and communicate
- recognise strategies used to influence an audience, eg one-sided presentation of information, emotive language.

Learners demonstrating evidence of **Band 2** for example

- identify and practise ways to communicate effectively with a range of people, eg speakers of different languages, visual/hearing impaired, the Internet
- recognise different language and communication styles in the broader community, eg non-verbal communication may be different for different social and cultural groups
- consider context and audience when communicating, eg show awareness of purpose and audience and attempt to interact in ways appropriate to the context
- use verbal/non-verbal behaviours that others understand and adapt communication styles for purpose and audience.

## [Col 4] Uses appropriate language that is sensitive to audience and culture within a range of contexts.

### COLLABORATIVE Learner (4)

Learners demonstrating evidence of **Band 1** for example

- participate in culturally diverse activities with peers
- identify different cultural groups they recognise in their community
- discuss and analyse the way people speak and how this style can affect others, eg encouraging/praising, name calling, being negative or abusive
- identify intended audience and purpose before communicating
- interpret verbal and non-verbal messages, eg showing emotions and understanding body movements, tone of voice, facial expressions..

Learners demonstrating evidence of **Key Growth Point 3** for example

- interact with peers in multi-cultural settings
- talk about different groups within their own culture, eg clans, skin groups, language groups
- cooperate within the culture of the school [SOSE-Soc]
- apply symbols to convey ideas and messages, eg written, drawings, models, body language
- interpret and respond to more complex non-verbal cues, eg facial expression, gesture, silence, pause.

Learners demonstrating evidence of **Key Growth Point 2** for example

- attempt to modify their talk, sign or gesture if they see their message is not understood
- recognise and respond to non-verbal cues and symbols used for conveying ideas and messages, eg eye contact, smiling, body language, sign systems
- know that voice intonation, pitch and volume have meaning
- recognise tone of voice, gestures and facial expressions in simple or familiar contexts to assist communication.

Learners demonstrating evidence of **Key Growth Point 1** for example

- focus attention towards the person(s) with whom they are interacting
- recognise that symbols are a way of conveying ideas and messages, eg photo, Compic, concrete object
- recognise that verbal and non-verbal language has meaning.

#### Links

This outcome is most directly linked to work within the Learning Areas of English, Languages and The Arts; and Indigenous Languages and Culture.

#### Perspectives

Literacy, Indigenous,  Studies of Asia,  Learning Technology

**CONSTRUCTIVE  
Learner (1)****[Con 1] Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to optimise results.****Links**

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Learning Technology and Design, Vocational Learning

Learners demonstrating evidence of **Band 5** for example

- consider the full range of resources needed, (eg technologies, capital, human) and access these as required
- evaluate the credibility of the information source, eg critique media information
- validate crucial information before acting on it
- analyse or evaluate arguments, interpretations, assumptions, beliefs or theories make plausible inferences and predictions while perusing information.

Learners demonstrating evidence of **Band 4** for example

- plan and initiate data collection procedures/techniques, eg interview, survey, observation
- access a range of information from the 'field', eg use a microscope, compass, a library catalogue, atlas
- critically analyse quantity/quality of information in terms of reliability, eg compare information on a topic presented through different forms of media – TV, radio, newspaper, journal
- reconcile conflicting information
- use own ideas to expand upon information gathered, acknowledging sources
- adapt materials and tools where necessary, without compromising the quality of the product.

Learners demonstrating evidence of **Band 3** for example

- select an appropriate data collection process to gather information, eg survey, other inquiry techniques
- research, select and organise information from oral, print and electronic sources
- seek out and access further information and resources where needed, eg museum, art gallery, exhibition, map, glossary
- use techniques to summarise, highlight and prioritise information, eg matrix, column graph
- distinguish between fact and opinion
- select and combine appropriate materials/tools, eg use a video or digital camera to record footage for a multimedia presentation
- consider the advantages and limitations of potential materials to be used, both natural and synthetic.

Learners demonstrating evidence of **Band 2** for example

- identify and access people in the community who can provide information and support
- locate and use information from routine sources, eg library, Internet, class display, timetable
- collect information from a range of familiar, accessible sources, eg interview others, observe the environment, use the Internet
- differentiate between fact and opinion
- determine additional information or resources needed
- decide what information needs to be represented
- select appropriate materials/tools and use them consistently, eg calendar, matrix, rubric.

**[Con 1]**

**Accesses information and tools from appropriate sources, analyses these and applies the most relevant aspects to optimise results.**

**CONSTRUCTIVE Learner (1)**

Learners demonstrating evidence of **Band 1** for example

- seek out peers and adults who can help provide information and support
- locate and use information from familiar sources, with support, eg library, Internet, observation of the environment, talk with others
- indicate when more information/resources are needed to solve a problem, eg list, CD rom, library book
- select and access resources/technologies for specific purposes, eg computer software, simple word processing, literature, video recorder
- make personal choices based on purpose and context, eg decide where to sit/what to do
- decide what tools are needed when a problem arises, eg ruler, clock, dictionary
- widen scope of sensory exploration to identify attributes of materials, eg use a magnifying glass to look at a seedling.

Learners demonstrating evidence of **Key Growth Point 3** for example

- use peers and significant adults as resources **[Col 1]**
- identify information or materials needed to complete a task
- recognise environmental safety/community signs, eg pedestrian crossing, danger/exit signs
- identify and access appropriate places to meet personal needs, eg toilet, drink fountain, library, canteen
- determine common features and make comparisons involving up to three features, eg sort according to size
- choose appropriate tools and resources to complete a set task, eg scissors, paint brush, glue, pencils.

Learners demonstrating evidence of **Key Growth Point 2** for example

- identify and describe the role of significant people in their immediate environment, eg 'The school nurse checks my ears.'
- use resources/technologies for a variety of purposes, with support, eg a computer to read or produce text or to entertain; on/off switch
- locate places in immediate environment, with minimal support, eg toilet, playground, classroom, bus stop, local supermarket
- identify and acknowledge what a problem is
- identify what is needed for specific task, with support, eg collaboratively develop a list of equipment/items needed for swimming/shopping/camping.

Learners demonstrating evidence of **Key Growth Point 1** for example

- seek out familiar people, eg vocalise, change body orientation or facial expressions to initiate interactions
- engage with resources and technologies, eg use a switch to operate an appliance or toy
- associate the use of an object/appliance with an action or consequence, eg point to a food pictograph or indicate hunger when a food appliance is used, respond verbally/non-verbally when placed on a bus hoist
- use objects/technologies/resources with support, (cues, physical assistance) for a designated purpose, eg use a straw for drinking, adjust mouth/tongue position to eat or drink.

**Links**

This outcome links to work within all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Learning Technology and Design, Vocational Learning

**CONSTRUCTIVE  
Learner (2)****[Con 2] Uses and justifies a variety of methods to plan, organise and complete tasks, and continually reflects when evaluating the quality of their work.****Links**

This outcome links to work in all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial  
Learnings**

Inner 1

Learners demonstrating evidence of **Band 5** for example

- raise, pursue and source significant questions
- estimate the time, effort, skills and costs involved in a project
- identify critical success factors within a plan or idea
- suggest systematic approaches to identifying problems before they occur
- address constraints which are not immediately apparent within the situation
- use a combination of own and agreed criteria to evaluate performances/processes/products
- generate, evaluate, implement and review changes to a process
- explain and justify planning, implementation and evaluation processes used
- objectively critique the quality of own/peers work, and products from an extensive range of sources.

Learners demonstrating evidence of **Band 4** for example

- independently identify an issue or problem to investigate
- identify weaknesses in a plan or idea
- identify processes which could overcome potential problems
- systematically generate and list all possibilities in a given situation and explain why they think the list is exhaustive
- reorganise data in order to find patterns or answer further questions
- regularly review processes and outcomes against own and established criteria to ensure quality results
- evaluate and substantiate some procedures and pathways as being more productive than others
- apply the whole action learning cycle to a task relating to themselves, eg collect and analyse information to plan and reflect
- self-evaluate and improve the quality of own work.

Learners demonstrating evidence of **Band 3** for example

- identify independently an issue or problem within a broader area of discussion or experience
- map out a coherent sequence of steps or tasks
- identify what went wrong within a plan and necessary changes to overcome problems
- use equipment appropriately and consistently including adherence to safety issues
- arrange information independently into a useable form, eg in order, into tables, in diagrams
- stick to goals and adjust them when necessary **[Cr2]**
- implement and evaluate methods and results and verify against own and established criteria
- act on constructive feedback to improve the quality of a product or outcome
- reflect on own learning experiences through journal writing.

Learners demonstrating evidence of **Band 2** for example

- pose questions for exploration within area of interest or experience **[Cr 1]**
- develop and record a group or individual plan for completing a task
- use a range of ways to organise information, eg tables, diagrams, keys, database
- compare the advantages/disadvantages of different ways to organise and represent information and complete tasks
- indicate what they think will happen next, based on past experience and use their answers/findings to test predictions
- self-assess and explain a product/process against own and established criteria
- respond to feedback and attempt to improve the quality of a product.

**[Con 2]**

**Uses and justifies a variety of methods to plan, organise and complete tasks, and continually reflects when evaluating the quality of their work.**

**CONSTRUCTIVE Learner (2)****Links**

This outcome links to work in all Learning Areas; and Indigenous Languages and Culture.

**Perspectives**

Learning Technology, Vocational Learning

**EsseNTial Learnings**

Inner 1

Learners demonstrating evidence of **Band 1** for example

- brainstorm ideas for completing a task
- organise steps for completing a task, with assistance
- engage with issues and questions posed by adults within areas of experience or interest
- explore and identify different ways information and materials can be used and presented, including the usage of materials to represent a problem and manipulation to find a solution
- follow a known sequence including safety rules, eg after multiple guided examples, make a snack using a pictorial recipe
- find and use patterns or groupings to organise information into workable formats, eg make lists or tables to help solve a problem
- explain the strategies and steps used in solving a problem
- present and describe their best work to others
- use a class devised rubric to assess work completed/in progress.

Learners demonstrating evidence of **Key Growth Point 3** for example

- contribute to group or class exploration of issues and questions based on shared experiences **[Col 1]**
- identify steps needed to complete a task
- collect and organise materials to complete an activity
- recognise when a task needs doing and carry out the steps to complete it, eg shutting down a computer, returning a school library book, cleaning/packing up the classroom **[LS]**
- act out, draw pictures or manipulate objects to answer questions about a story, eg think-board
- demonstrate some self-correcting behaviour
- indicate when they are happy with their work
- identify and discuss the features of their work that give it value.

Learners demonstrating evidence of **Key Growth Point 2** for example

- explore interests through shared experiences, eg news telling, shared book experience
- sequence the steps in a daily/routine task using visual cues, eg going to the toilet, eating a meal, getting ready to go home
- respond to familiar instructions or simple questions, eg 'What do we do next?' 'What do we do now?' 'Why did you like this?'
- develop multiple uses for some resources **[Cr 1]**
- tell a friend or familiar adult how a task was completed and what aspects they liked best.

Learners demonstrating evidence of **Key Growth Point 1** for example

- respond to and tolerate cues that support participation in activities
- participate in organisational routines, eg getting ready for lunch, swimming, community access.

**CONSTRUCTIVE  
Learner (3)****[Con 3] Participates in efforts to value diversity and social responsibility through active and informed involvement in chosen areas within their family and community.****Links**

This outcome is most directly linked to work within the Learning Areas of SOSE and HPE; and Indigenous Languages and Culture.

**Perspectives**

Literacy, Indigenous, Studies of Asia, Learning Technology, Vocational Learning

**EsseNTial Learnings**

Collaborative Learner

Learners demonstrating evidence of **Band 5** for example

- analyse the appropriateness and consequences of different options and decisions
- recognise that actions must be context dependent and understand many of the factors which affect their choice
- make appropriate judgments and take actions based on reasoning, evidence and consideration of others' opinions **[In 3]**
- identify reasons why people hold differing stances on issues
- explore values appropriate to living in a culturally diverse society
- respect laws and cultural mores **[Lang]**
- identify differences, eg acceptance in society, treatment in legal terms resulting from differences in gender, ethnic group membership and advocates for equity
- link ideas about human rights and responsibilities, sources of people's appropriate/inappropriate conduct, and people achieving their potential.

Learners demonstrating evidence of **Band 4** for example

- consider different approaches to problems, moral dilemmas and issues of right and wrong
- identify influence of people/groups who can make a difference, eg local politician, school council, media
- enlist the support of others already sympathetic and acknowledge support when gained, eg thank you letter to a sponsor
- take action towards providing equal opportunities for all, eg encourage peers to listen to point of view of a quiet student
- recognise and respond appropriately to stereotyping, prejudice, discrimination, sexism and racism
- update existing workplace Equal Opportunity policies.

Learners demonstrating evidence of **Band 3** for example

- demonstrate active support for safety of others
- consider people's needs/wants and identify areas to be addressed
- explore ways to improve existing products or services **[Sci] [T&D]**
- recognise situations where support is needed to have an impact or to make a change, eg to have shelters built at the football ground
- show respect for others through inclusive and considerate behaviour, eg invite all peers to play a game at lunch time
- describe their understanding of their own rights and the rights of others
- analyse stereotypes and their origins, eg gender, race, age.

Learners demonstrating evidence of **Band 2** for example

- analyse school and/or community rules and reasons why these should be followed
- discuss what it means to be active within the community
- initiate involvement in school activities, eg fundraising
- recognise different languages and communication styles in the broader community **[Lang]**
- access sources which depict different languages and cultures, eg books, music, television programs
- value and respect differences and similarities, eg draw a diagram to show common and unique connections between class members and groups in their community
- identify groups to which they belong and recognise the ways their attitudes, beliefs and behaviour are influenced.

### [Con 3] Participates in efforts to value diversity and social responsibility through active and informed involvement in chosen areas within their family and community.

#### CONSTRUCTIVE Learner (3)

Learners demonstrating evidence of **Band 1** for example

- identify community rules, eg litter, road safety
- describe services offered within their local community
- participate with adults in community efforts, eg 'Clean up Australia'
- recognise and name differences and similarities between known groups
- acknowledge Aboriginal and Torres Strait Islanders as the Indigenous inhabitants of Australia
- identify culturally diverse customs and traditions
- make personal connections to other people, cultures, places and times and demonstrate these during participation in activities, when prompted, eg 'My grandfather is from Timor the same as Lee.'
- share responsibility for the welfare of immediate friends/peers/family by providing physical or emotional support, eg supporting a new class member at playtime.

Learners demonstrating evidence of **Key Growth Point 3** for example

- follow negotiated classroom routines and rules
- contribute to a list of what class members know about a topic
- identify different family/cultural structures within their experience and name their own family cultural background
- identify significant people in their family/school/community to whom they should show respect
- identify celebratory rituals within their cultural context, eg birthdays, christenings, Ramadan, Chinese New Year **[In 6]**
- show sensitivity to other people's needs, eg help a peer in distress, use appropriate social distance when interacting with others
- recognise and take appropriate action when other students are in unsafe situations, eg seek help when a peer is being teased or hurt.

Learners demonstrating evidence of **Key Growth Point 2** for example

- identify and practice routines, attitudes and behaviours valued in the classroom, school, community and workplace
- identify and describe the role of family members
- orally recount significant family events
- identify daily activities where people assist them and they assist others to get things done
- identify the needs of others in their environment, eg allow access for someone in a wheelchair, comforting distressed friend
- identify physical similarities and differences among peers, eg compare hair colour **[Num] [Sci]**
- inform teacher/care-giver of inappropriate doings that could affect the safety of others, eg teasing, harassment
- role play/rehearse strategies to use to assert own and others' rights, eg simulate situations to deal with teasing.

Learners demonstrating evidence of **Key Growth Point 1** for example

- recognise significant people, eg change body orientation, facial expression, vocalise when a familiar person interacts
- tolerate participation in routines
- respond consistently to familiar people and stimuli, eg food, noises, routines.

#### Links

This outcome is most directly linked to work within the Learning Areas of SOSE and HPE; and Indigenous Languages and Culture.

#### Perspectives

Literacy, Indigenous,  Studies of Asia,  Learning Technology, Vocational Learning

#### EsseNTial Learnings

Collaborative Learner

**CONSTRUCTIVE  
Learner (4)****[Con 4] Identifies environmental and social issues within the local and global community and takes steps to promote change.****Links**

This outcome is most directly linked to work within the Learning Areas of HPE, Science, SOSE, Technology and Design.

**Perspectives**

Literacy, Environmental, Indigenous, Studies of Asia, Learning Technology, Vocational Learning

Learners demonstrating evidence of **Band 5** for example

- articulate potential social gains and costs/losses from a project
- recognise the complex nature of social problems and identify several causes leading to the problem, eg work related illnesses or injuries, toxic waste dumping, social policies
- demonstrate understanding of ecological issues of concern in the world and act ethically
- actively participate in community projects, eg Land Care, Greening Australia, Australians for Reconciliation
- review work place practices.

Learners demonstrating evidence of **Band 4** for example

- consider costs and benefits of projects, eg the environmental and social impact of a mining industry
- debate an environmental or social issue of interest, eg pros and cons of eco-tourism
- identify own skills and knowledge which can contribute to the community, eg training, voluntary work
- commit to continued involvement in their local community, eg recycling materials, 48 Hour Famine, Walk for Want.

Learners demonstrating evidence of **Band 3** for example

- explain the value of both human and material resources
- question and challenge bias
- collaborate to discuss a range of ethical positions on how to care for a place, eg role play, debate
- participate in efforts to improve facilities and activities in the local environment, eg set up a student common room and/or recreational activities in the playground.

Learners demonstrating evidence of **Band 2** for example

- identify human and material resources in the community
- identify environmental and social messages within the media
- recognise and talk about local social and environmental issues related to areas of interest
- contact local groups concerned with a familiar environmental or social issue to obtain information
- actively participate in school-based projects to improve identified local issues, eg availability and placement of enough garbage bins within the community.

## [Con 4] Identifies environmental and social issues within the local and global community and takes steps to promote change.

### CONSTRUCTIVE Learner (4)

Learners demonstrating evidence of **Band 1** for example

- identify significant places (natural/built) in their local area
- discuss the positive and negative aspects of a current social issue, eg playground rules and boundaries
- describe how individuals/communities could care for aspects of the environment, eg use less water
- participate in class activities to address local issues, eg conduct a survey of leaking taps in the school and present results to school Principal for action.

Learners demonstrating evidence of **Key Growth Point 3** for example

- describe their environment, eg living and non-living things
- identify natural and built features of their home and other familiar settings
- describe roles and responsibilities of people who care for the local environment
- identify a local issue, eg not enough shade in the play ground
- participate in recycling and care of plant life, animals and places.

Learners demonstrating evidence of **Key Growth Point 2** for example

- identify activities that occur in specific places
- describe places they go to each day and how they get there
- observe and notice changes in their immediate and broader environment, eg new building
- participate in daily routines and activities to care for the environment, eg place personal items in storage areas, clean up classroom after activities, disposing of litter.

Learners demonstrating evidence of **Key Growth Point 1** for example

- respond to stimuli in their environment using their senses.

#### Links

This outcome is most directly linked to work within the Learning Areas of HPE, Science, SOSE, Technology and Design.

#### Perspectives

Literacy, Environmental, Indigenous, Studies of Asia, Learning Technology, Vocational Learning



# Glossary

<b>Action Learning Cycle</b>	An ongoing learning cycle involving the planning, acting and reflecting processes. Learners improve their own actions by reflecting on experiences.
<b>Attentive listening</b>	Focused listening; putting aside our own thoughts and value judgments to attend to what another person is saying.
<b>Capabilities</b>	Skills and capacities that allow us to carry through particular actions.
<b>Compassion</b>	A humanitarian value of commitment to reducing suffering. Compassion involves the process of considering, empathising with and acting for the welfare of others in difficult circumstances.
<b>Connect</b>	Develop a sense of belonging to groups through relating to others.
<b>Constructive strategies</b>	Strategies that are useful in helping to solve a problem.
<b>Culminating outcomes</b>	The outcomes learners should be able to demonstrate successfully when they finish formal schooling.
<b>Curiosity</b>	A desire to find out and know things.
<b>Critical thinking</b>	The ability to critically evaluate what we are thinking and finding out.
<b>Disposition</b>	To feel, think and act in a particular way.
<b>Diversity</b>	A variety of contexts, behaviours and social/cultural groups that one encounters.
<b>Empathy</b>	Understanding through the process of imagining the feelings of another person; to know something through the faculty of feeling.
<b>Ethically</b>	Acting on a set of morals or principles that are valued and judged positively by a community according to criteria of honesty and fairness.
<b>Flexibility</b>	An ability to review and adjust our thinking and actions to new and changing circumstances. This includes the ability to apply previous learning to new situations.
<b>Identity</b>	Being consciously aware of our personal heritage and who we 'are' as an individual or group.
<b>Imagination</b>	The recognition of possibilities which are not part of our present reality.
<b>Inclination</b>	A feeling to want to act in particular ways.
<b>Innovative</b>	Having a capacity to develop new ideas and ways of doing things.
<b>Insights</b>	Abilities to perceive and understand the essence of things; knowledge obtained by these abilities.
<b>Integrity</b>	Acting truthfully according to our own set of beliefs, values and principles.
<b>Learning preferences</b>	Particular interests and ways and styles of learning preferred by individual students.
<b>Listens attentively</b>	See attentive listening in this glossary.
<b>Meta-cognition</b>	Ability to reflect on own thinking and learning.

<b>Negotiating the curriculum</b>	Inviting student input in the planning and development of learning programs. Through this process both negotiable and non-negotiable outcomes are made explicit, and students are provided with the opportunity to identify and express their own learning preferences.
<b>Optimise</b>	To make the best of something.
<b>Originality</b>	Ability to think up new ideas and ways of doing things.
<b>Persevering</b>	Continuing with a plan of action despite distractions, difficulties and setbacks.
<b>Pursue</b>	To follow a plan of action.
<b>Resilience</b>	The ability to overcome adversity; able to bounce back, recover strength and spirits quickly; resilience requires a strong sense of self-worth.
<b>Self-expression</b>	Sharing own ideas, views, thoughts, understandings, actions etc.
<b>Sensitive to audience</b>	Being aware of and considering who your audience is
<b>Sensitivity</b>	Perceiving opportunities for appropriate action in given situations.
<b>Social responsibility</b>	Being responsible for own actions within both the local and global community.
<b>Talents</b>	Strong or special abilities.
<b>Tandem</b>	Working together at the same time. Some outcomes can develop in <b>tandem</b> from the same learning contexts and experiences.
<b>Whole Learner</b>	A learner who is self-directed and reflective in their thinking, confident, flexible and curious about their environment; who communicates, works and learns effectively with and from others; who is compassionate and ethical; who thinks analytically and critically, and who thoughtfully contributes to their local and global community. The Whole Learner perseveres, has a strong sense of identity and self-worth, and considers life's rich possibilities. The Whole Learner connects deeply with others and tries their best to improve life and make a useful difference.

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